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ABSTRACT

This document is the work of a committee from a group of parents of Palo Alto known as the Citizens for a Multicultural Program. The group organized out of concern that an organized attack on the school district's multicultural program might destroy it before it had even begun. This report is intended to examine the source material of the Citizens for Excellence in Education (CEE), the organization attacking the program, and to correct the inaccurate and biased statements CEE produced by improperly using its sources. In addition, orginal materials available to the public have been used to refute unjust charges made by CEE against the Palo Alto Unified School District board of education and administration. (Author/IRT)

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EDUCATION IN THE PALO ALTO SCHOOLS

VS.

CITIZENS FOR EXCELLENCE IN EDUCATION

A Report to the
Palo Alto Unified School District
Board of Trustees

by

Mary Cottrell
Gretchen Burford
Robert Burford
Barry Raleigh
Lois Smith

Presented by

Citizens for a Multicultural Program

March 1970

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INTRODUCTION AND SUMMARY

This document has been in preparation since early November, 1969. It is the work of a committee from a group of parents of Palo Alto school children known as the Citizens for a Multicultural Program. The group was originally organized by five men, all physical scientists and engineers, two of them lifelong conservative Republicans. We organized over a year and a half ago out of concern that an organized attack on the School District's new multicultural program might destroy it before it had even begun. By December of 1968, however, only 15 letters of protest as opposed to 63 in support plus supportive petitions totalling about 887 signatures had been received by the School Board. We and most Palo Altans concerned were reassured. Within a short time, however, the principal opponents of the program had found a focus for their opposition, the appointment of Sidney Walton as Coordinator. Most of the dominant majority of liberally inclined and moderate parents in Palo Alto were dismayed by the violence of the opposition, and the membership of the Citizens for a Multicultural Program grew out of the community's concern.

However, we were amateurs in the political arena being constructed by the opponents of the multicultural program who called themselves the Citizens for Excellence in Education. Mr. Walton left, but the furor over sensitivity training, transfer students, and the multicultural program has continued unabated in a community increasingly more polarized and suspicious. The CEE, through accusation and innuendo, through misrepresentation and other extreme tactics, is coming dangerously close to disrupting one of the finest school systems in our country.

It is our intent, in this report, to examine CEE's source material and to correct the inaccurate and biased statements CEE has produced by improperly using such materials. In addition, we have used other original materials available to the public to refute unjust charges made by CEE against the Palo

Alto Unified School District Board and Administration. We urge all citizens to read the original CEE material in its entirety.

In the following report we examine the statements offered by the Citizens for Excellence in Education at PAUSD Board meetings, in their letters to the editor printed in the Palo Alto Times, in their Bulletins, "Fact Sheet", and in advertisements. Any materials of CEE not quoted in full in the main body of this text are fully reproduced in the appendix. School Board minutes and tapes of School Board meetings are available at 25 Churchill. Other pamphlets and materials we examined have been placed on file at district headquarters or are available at the Palo Alto Library. From the time they formed in the fall of 1968 until quite recently, the CEE have had only four acknowledged spokesmen: Mr. and Mrs. Delbert Larson, Mr. Harold Klein, and Mr. Thomas Meadows. Only recently, in a Palo Alto Times article dated January 30, 1970, has anyone else acknowledged membership in the CEE. At that time three other people — Paul Grimard, Barbara Bradbury, and George Bastides — were named as officers in the organization. CEE has never offered a membership list nor has it, to our knowledge, held meetings open to the public after its first two meetings. For this reason we have examined only the personal statements of the above-mentioned persons and the official publications of CEE.

We have documented CEE's campaign in Palo Alto designed to cripple the multicultural program and the transfer program and its attacks on the school board and the administration on various fronts, including the non-issues of annexation, busing, and hiring of minority teachers. The campaign against Mr. Walton by the CEE is also documented because it illustrates the way in which they generated suspicion and divisiveness in the community to achieve their ends.

The following is a brief summary:

The CEE set out early to discredit the Multicultural Program by calling it a biracial program indicating that the aim of the School Board was to ". . . placate militant elements totally alien to Palo Alto" (CEE Open Letter, November, 1968) even though in Dr. Bernard Oliver's earlier statement he pointed out that the Coordinator was to attend to minority group problems other than Negro problems. In the same letter the Board is accused of desiring to hire "militant Negro" teachers to achieve ethnic balance in the staff. The District, in fact, had earlier advertised for "black and other ethnic minority personnel". There is intense competition among school districts for competent minority teachers, particularly following Dr. Max Rafferty's hiring guidelines of 1967 in which he called for the schools to achieve an ethnic balance in personnel. The moratorium on hiring of white teachers which the CEE implied was in effect in the District turned out in the year 1968-1969 to yield 5 black and 6 Oriental out of a total of 111 new teachers. CEE has also implied that the district intended to hire non-credentialed teachers in order to achieve ethnic balance. A review of Board minutes shows this was not done. Nor is there any indication that it will be done.

The District and the Board had made clear statements of intent on minority hiring in accordance with Dr. Rafferty's assessment. The CEE ignored in their letter all but those statements quoted out of context which could be blown up to back their inflammatory accusations.

One of the most unethical of such distortions relates to the transfer program in which 75 black Sequoia District students attended Palo Alto's schools in 1968-69. Mr. Delbert Larson, CEE spokesman, in a statement to the School Board in April 1969 said, "Is the Board aware of the continuing conflict in our schools which this program is causing? Has the administration kept you advised of such explosive situations as exist at Jordan Junior High now? Has the administration advised you that the principal of Jordan deemed it advisable to seek police protection most of last week . . . Has the administration advised you that a major confrontation was narrowly avoided that could have easily resulted in gunfire on the Jordan campus between police and outside, dissident elements incited by members of the transfer program? . . ."

The real situation was unsensational — a potential racial incident triggered by white students was cooled quickly by the students themselves. The tactic of attempting to incite fear of racial strife by such lurid distortion almost worked. The Palo Alto Times picked up Mr. Larson's tone from his remarks in its article but later regretted it in print.

This racist propaganda and other examples in the CEE literature cited in our text could not help but to divide the community. It is most likely to achieve the racial strife that the CEE believes to be the inevitable result of mixing "alien" or "militant" blacks in Palo Alto's schools. The calm and reasoned solution worked out by the students has given the lie to this propaganda.

The "evil" intentions of the administration, and of the superintendent in particular, are another note sounded consistently throughout the CEE literature. They have harrassed the superintendent unmercifully through telephone calls and by personal attacks in letters and at board meetings. In Educational Leadership (October, 1965), E. W. Davis states, "Responsible criticism from the authorities, our colleagues, laymen and even from the uninformed is welcome . . . Problems arise when the uninformed pose as educational authorities, when the critics attack leaders and professional groups instead of their programs or ideas." "Occasionally, fine professional, moderate local superintendents resigned under pressure or were dismissed. . . " The issue at stake here is whether Palo Altans want their educational system run by professional educators with a staff of first-rate professional teachers or whether the system is to be controlled and the teachers dictated to by a small minority.

In Palo Alto over the past year the proposed consortium has been a topic of great concern to the CEE. It has been connected in CEE literature with busing, unification with East Palo Alto schools and federal control of our schools. This despite the fact that busing was never proposed and had earlier been publicly rejected by Dr. Santee and that the Board had earlier agreed never to unify districts without the consent of the voters. The thread connecting these CEE communications is that of federal control. Mr. Larson comments finally in November, 1969, "The Superintendent and this Board are well aware, I believe, of the concern in this community regarding the multicultural program. It takes many forms and one known concern which was the subject of our petition last winter and has involved Board discussion and has been the subject of many letters was the possibility that local control of the program would be lost to federal or quasi-federal funding through the consortium. . ."

Written materials called Series on Sensitivity were passed out to district personnel by the CEE spokesman, Mr. Larson, at the Faculty Forum and were available at one of the CEE quasi-public meetings. The sponsoring organization for the material cannot be identified. Mr. Cleon Skousen is quoted extensively in the SOS material which Mr. Larson passed out at the Faculty Forum. One authority states Mr. Skousen is an "ally" of the John Birch Society. Mr. Larson's statements on sensitivity training in a CEE presentation before the PAUSD Board were very similar to certain statements found in the SOS material. In that same presentation, Mr. Larson read from a "To Whom it May Concern" letter by Dr. Michael Singer of Los Angeles. Parts of that letter are in the Birch pamphlet, "Hate Therapy, Sensitivity Training for Planned Change".

On January 5, 1970 Mr. Delbert Larson read a letter in which the CEE sent to the California State Board of Education opposition to the adoption of the "Guidelines for The Education of Responsible Citizens". Portions of the CEE letter were very similar to a speech made by Mr. Robert Welch, founder of the John Birch Society.

We do not believe that the CEE is connected in any way with the John Birch Society or that any of its members are members of that society. What we object to are their tactics, which we believe are threatening our excellent school system.

CONCLUSIONS

The question we have attempted to deal with in this report is not concerned with whether criticisms of the school's staff and Board are justifiable, but rather with the form that the criticisms take. It is the right and privilege of all those in a democracy to examine their public institutions for flaws and to seek to correct them. We rely on the good sense of the majority to decide such issues by election of officials. Criticism designed to mislead which distorts truth and excites fear is destructive. It is the weapon of a disgruntled minority, dissatisfied with the democratic process.

The CEE is right about one thing. A democracy is a fragile thing. When the citizens fail to tend it well it can die. Extremists from the right and the left, the bonafide revolutionaries of this era, will be glad to help finish it off.

The institutions we value most in this democracy are our schools. The values that nurture a just and democratic society are learned there. If the parents of this community are indifferent to their well-being, our schools will degenerate. To have this truly academically excellent school system under the control of uninformed non-professionals will spell disaster. It did in Nantucket, Massachusetts, where after two years of control by an extremist right wing group, the state's educators' association pronounced the schools unfit. It has happened elsewhere and it can happen here.

Our schools are under attack now in Palo Alto. The attack has been labelled one to improve the academic qualities of education. It is in fact an attack marked by vituperation, distortion and harassment. We appeal to this Board to recognize the nature of the attack, to hold firmly to its principle and to support the people who have improved the standards of these schools to the point where they are among the nation's most outstanding. Even more important, we appeal to the people of this community, to those who are indifferent or have been misled. This is no time to be indifferent, to let things take care of themselves. Things will most assuredly not take care of themselves. If we fail to inform ourselves, to register our support in every way possible, to write letters and, most important, to vote, we will deprive our children of a good education and our democracy of its greatest strength, an informed and dedicated electorate.

TRANSFER PROGRAM

During 1968 the PAUSD Board of Trustees approved a transfer program with the Sequoia District, a plan initiated by the Sequoia District whereby 75 minority students would attend the PAUSD in an interdistrict plan. The Sequoia District would reimburse the Palo Alto District for the transfer students. Many young people from the Sequoia District had already been attending our district schools as affidavit students living in a Palo Alto home for five days and four nights, a procedure which enabled them by law (Educational Code section 1503 and 16601) to attend Palo Alto schools. The PAUSD received no money from the Sequoia or Ravenswood Districts for affidavit students. The transfer program was approved by the school board. The CEE took issue with this program on many different occasions.

In the January 1969 CEE Fact Sheet:

> "Let's look at the evidence. Reports of threats and actual assaults upon students of the PAUSD, both black and white, have been numerous since our Board so rashly implemented the 'Transfer Program.' Why do we say the program was rashly implemented? The night the program was adopted (see Board Minutes of 9/3/68), Board member Fletcher said he favored delaying action on it until such time as teachers and parents in the District were given an opportunity to react and the Board could give the matter more consideration. Mr. Fletcher and Dr. Oliver, both, indicated they favor limiting the maximum combined number of Transfer and Sneak-Ins to 75. The unrestrained enthusiasm of Mrs. Robinson and Mr. Cutler prevailed over common sense, however, and no limits were imposed on the 'Sneak-Ins' in Mrs. Robinson's motion to accept the Transfers. Superintendent Santee noted that sometimes immediate action is necessary . . . as in this case. Once the Transfer Program was agreed to did Superintendent Santee give careful consideration to the type of student he was bringing into Palo Alto? What was the criterion established for participation in the Transfer Program? Superintendent Santee indicated this clearly once the Board's action was imminent by advising that 'Mrs. Wilks is providing a list of these students to the Sequoia District.' "
>
> – CEE Fact Sheet, January, 1969

CEE offers no documentation of the alleged threats and assaults. Did CEE get its information from the children? Did they talk to all children involved?

The Board minutes of August 19, 1968 show that Sequoia Union High School Board initiated the plan in a special meeting of their Board on August 15. Dr. Santee indicated that this would be beneficial to the PAUSD because the affidavit (or sneak-in) students would probably become transfer students and the Sequoia District would reimburse PAUSD for their attendance. Under California law, Educational Code sections 1503 and 16601, the PAUSD, like every other school district in California, is bound to accept the attendance of any student living in a District resident's home for five days and four nights of each week of the school year. Limits cannot be put on the number of sneak-ins (affidavit students). The PAUSD has always had between 150 to 200 affidavit students. They are students who for one reason or another are living with friends or relatives and are going to school in Palo Alto. A check with the District Attendance Office shows that better than 50% of the PAUSD affidavit students have transferred from districts more than twenty miles away from Palo Alto and that they are not minority students.

Dr. Santee, in the Board minutes of September 3, 1968, referred to "legitimizing the attendance of these (sneak-in) students" by virtue of the transfer plan. He also pointed out that if no agreement is reached with Sequoia, Palo Alto must continue to accept affidavit students as required by law, without receiving full cost for educating them. Dr. Oliver pointed out that the District has agreed to take transfer students where space is available and that this should be the controlling factor. Dr. Santee's rationale for immediate action was quite clear. The school year was to begin in two days and because the District's interest is in educating students, there was an urgency in getting the transfer students started in the educational program in the beginning of the school year.

Mrs. Wilks did provide a list of these students. She was actively involved in the "sneak-in" program. The District felt it would be beneficial to get these "sneak-in" students on a transfer plan in which the District would be reimbursed for the cost of their education.

CEE asks the question, "Did Superintendent Santee give careful consideration to the type of student he was bringing into Palo Alto?" Would they ask the same question about students transferring from Los Altos? CEE continues in the Fact Sheet:

> "In an attempt to indicate some degree of responsibility on the part of the Board, Mr. Fletcher then indicated that he felt all students should be subject to the same standards of behavior that are set for Palo Alto students. Was this done? No, somewhere beyond the knowledge of the citizenry it was decided that a double standard would be employed whereby the Transfer students from Ravenswood High School were to be disciplined under a more lenient policy than applied to our children. Dr. Oliver alludes to it in the December 6 position statement after Superintendent Santee admitted in a December 5 San Jose Mercury interview that the District would return to its standard policy: All students must conform to the same rules and receive the same punishment for infractions. Has the Administration returned to its standard policy? Judge for yourself. . . . . the black girl (Transfer student) who repeatedly attacked other classmates at Jordan was severely punished by being moved to Terman! Negro residents in the PAUSD continue to report that their children are daily threatened and intimidated by the Transfer students who came to our District to enhance our Palo Alto students with better human relations. Somehow the evidence seems less than overwhelming that the Board and its Administration are providing the kinds of schools and programs that this community wants and needs! "
>
> – CEE Fact Sheet, January, 1969

Dr. Santee speaks to this in the San Jose Mercury:

> "An effort was made to be more lenient at first to give students the time to get used to each other", Santee said. "But as of this week the shakedown cruise is over."
>
> – San Jose Mercury, December 5, 1968

Dr. Oliver's statement on December 6 clarifies where the District stands on misconduct relating to transfer students:

> "We have been somewhat lenient, perhaps too lenient, in dealing with misconduct of some transfer students. We have let first offenders off with warnings and tried to persuade them of the importance to their own cause of creating a good image. Fortunately only a few of the total of 75 transfer students and 40 affidavit students have been trouble makers. We are not going to tolerate continued misconduct. I have discussed this matter with Dr. Santee and

> Mr. Walton. Both are in complete accord that a single high standard of conduct of all students regardless of their origin. I fully expect Mr. Walton to play an active part in achieving this objective. (This is only one instance where Mr. Walton's ability to relate to these young people will be a real asset.) Please give us a few weeks to handle this matter and I think you will see real progress."

– Palo Alto Times, December 6, 1968

CEE fails to tell us if the alleged incident at Terman happened before or after Dr. Santee's and Dr. Oliver's statement. CEE continues in the Fact Sheet:

> "Mrs. Robinson, Mrs. Wilks, Superintendent Santee, and Mr. Kuhns (an Attorney representing the East Palo Alto Mothers for Equal Education at the 9/3/68 Palo Alto Board meeting) insisted that by our District adopting the Transfer Program the Sneak-In (or Affidavit) students would all but be eliminated. Has this been the case? No. When questioned on this at the 1/6/69 Board meeting, Superintendent Santee conveniently could not remember numbers; however in a San Jose Mercury article (1/12/69) he was quoted as stating, '. . . there are now about 100 'Sneak-Ins', plus the 75 Transfer students.'. According to Superintendent Santee's figures, it costs the District $1200 per student per year. The Sequoia District pays our District (including state aid) $906 per Transfer student, and our District receives only $125 per year state aid for Sneak-In students. This means the taxpayers of Palo Alto are subsidizing students from other Districts to the tune of over $100,000! At the same time, some of the parents have complained that there are not always sufficient text books to go around the classrooms. Teachers tell us their classes are over-sized, and they cannot provide the individual attention some of the children need. Our School Board says we cannot afford to purchase the new buses we need and must continue to rent at least one. Again we ask — is our Board really basically concerning itself with providing the best education and facilities for our children?"

– CEE Fact Sheet, January 1969

CEE fails to mention the article they cite indicates the efforts the district was taking to control the number of affidavit students in the schools.

> "P.A. School 'Sneak In' Crackdown Underway
> Palo Alto. Some students are abusing the 'sneak-in' program in the Palo Alto Unified School District and a crackdown is in progress, Supt. Harold T. Santee said last week.
>
> "'We're warning the parents involved,' Santee said, 'to make sure they understand the rules'. Santee said there are now about 100 'sneak-in' students attending classes in the Palo Alto School System. They are students from other school districts who, for one reason or other prefer to attend classes here.

> "Such students must present the Palo Alto district with legal affidavits showing they are residing five days a week with Palo Alto residents. But Santee said checkups by the district have shown that some students have listed fictitious addresses on the affidavits and are actually just commuting from homes in another district. 'If a student gives us an address that turns out to be a service station, we can send him back to his own district', Santee said.
>
> "In some cases the students have listed actual persons as their local sponsors but, have stopped living at the Palo Alto address.
>
> " 'We aren't talking about very many students,' Santee said, 'and they aren't all black students from East Palo Alto'.
>
> "State law provides for 'sneak-in' students and as long as they are living with a Palo Alto family they have a legal right to attend Palo Alto Schools. Even if there are no accomodations for the students and they are sleeping on the floor, the district can't bar them from attending school here.
>
> "Santee said periodic checks are being made on the students to make sure they are complying with the law. He said the district discovers the abuse in many ways.
>
> " 'Sometimes a student will stay home sick but we find out that he really isn't home', Santee said, 'Other times we notice an affidavit student is picked up after school by a car when he should be taking one of our buses'."
>
> – San Jose Mercury, January 12, 1969

CEE states that Dr. Santee "conveniently could not remember numbers" concerning the affidavit students at the January 6, 1969 Board meeting. The minutes read as follows:

> "Mrs. Banfield asked if a rumor which she had heard could be clarified. She said it was her understanding that seventy-five children had been accepted originally as transferees from Sequoia. She asked if all seventy-five were still in our district, or had this number increased by 'sneak-ins', or had this number decreased. Dr. Santee said that inasmuch as today was the first day of school after the holidays, the District Office had not yet received all attendance figures, but he estimated that the number of children in our district from the original seventy-five would be in the high sixties."
>
> – PAUSD School Board minutes,
> January 6, 1969, p.9

We talked to district staff about the CEE charge of a text book shortage. The State of California allotment of both basic and supplementary textbooks is quite complex. The state provides textbooks for grades one through eight and the school district provides books for grades nine through twelve. Books are not always allotted on a one per student basis . . . particularly with the supplementary texts. . . and the allotments do not take into consideration the cross grade grouping that is practiced in most Palo Alto Schools. The ratios for state allotments range from 1:1, to 1:2, to 1:4, to 1:8 to 1:30. For example 1:30 means one book is supplied for 30 students.

In the September 3, 1968 school board minutes Dr. Santee discusses overcrowded classrooms in regard to the placing of transfer students:

> "A member of the audience asked about district limitations on the number of students in a class. Dr. Oliver replied that the Board's policy is for an average class size of 27 to 28 for elementary schools and 24 to 28 for secondary schools. The district attempts to hold to this range in the individual classes as much as possible, he said. Dr. Santee said that the district has the perogative of placing these students[1] in suitable classes in order to accommodate them without overcrowding."
>
> – PAUSD School Board minutes,
> September 3, 1968, p. 8

The amount required to purchase the bus in question was not budgeted. After determining that the lease-plan could be converted to a lease-purchase plan, the board agreed to lease the bus until the effect of upcoming legislation upon the district's budget was known. CEE should have checked the board minutes of September 3, 1968, before they tried to link the cost of the affidavit students with the district's bus problems. One has absolutely nothing to do with the other.

In a January, 1969 CEE flyer (quoted in full in the appendix):

> "We, the citizens of Palo Alto, are consulted in the matter of sewage plants and civic buildings, but not in what touches us most deeply: the education of the young. Sneak-ins and transfers were instituted without giving a thought to a serious possibility: that our schools

---

[1] Dr. Santee was referring to the transfer students.

> would become a haven for trouble makers other school districts could not cope with. For the first time in the history of our community signs with 'this bathroom for blacks only' have appeared in our schools."
>
> – CEE, Fellow Palo Altans, January 1969

The transfer students came out of a desire for a better education, not because they were trouble makers. The decision to become a transfer student rests with the student and his family, not with the district he is transferring from. The students were selected on a first come first serve basis. We might add that the sign "this bathroom for blacks only" appeared about the same time that SPONGE (Society for Prevention of Niggers Getting Everything) literature appeared on campus.

The transfer program issue was further inflamed in the statement made to the PAUSD Board on April 21, 1969. Mr. Larson, as CEE spokesman stated:

> "Is the board aware of the continuing conflict in our schools which this program is causing? Has the administration kept you advised of such explosive situations as exist at Jordan Jr. High now? Has the administration advised you that the principal of Jordan deemed it advisable to seek police protection most of last week? Did the administration advise you that many parents have been so concerned for the physical safety of their children that they call the school frequently to ask for reassurances before allowing their children to attend classes? Has the administration advised you that a major confrontation was narrowly avoided that could easily have resulted in gunfire on the Jordan campus between police and outside, dissident elements incited by members of the transfer program?
>
> "In view of all this, is it possible that the Board lacks sufficient empathy to appreciate the students' daily fear of physical violence and the serious harms such an atmosphere renders to the learning process? Academic learning, of course, is what I am referring to. I trust that even the Board's advocates of campus militancy are not yet openly ready to promote education for anarchy over solid academic achievement."
>
> – Mr. Delbert Larson's Remarks
> PAUSD Board Meeting, April 21, 1969

Statements of certain Jordan Junior High School teachers and students have an important bearing on the issues raised by Mr. Larson:

"Palo Alto Times
Jordan 'Uproar' Did Not Happen
Editor of the Times;

"As a teacher at Jordan Junior High School, I must protest the lurid and alarmist tenor of your article in Monday's Times, 'Police Alerted in Palo Alto: Race Uproar at Jordan School Revealed'.

"The facts are these: Several students violated the student-faculty rules which govern the use of the noon-time open mike by making defamatory statements about Jordan's black students and the school's student body president, a black transfer student from East Palo Alto. Inasmuch as the remarks were quite inflamatory and could have led to the 'uproar' proclaimed in your headline, our principal wisely alerted the authorities to insure the continued smooth functioning of the entire school.

"But to the outstanding credit of our students, both black and white, there were absolutely no incidents on the Jordan campus at any time. Indeed, the students most responsible for the unfortunate remarks apologized over the school's public address system and acknowledged that they were based on misinformation. A representative of the black students accepted the statement and urged all students to get on with the business of getting a good education. And that was that!

"One wonders, then, what interest is served by your sensational treatment of the situation. In the light of what did NOT happen, wouldn't a more appropriate headline have been: 'Jordan Students Keep Their Cool in Potential Race Crisis'? One wonders too, if the Times devoted any coverage at all to the election of our black student body president in a school which is 95 per cent white. Or does even an alleged threat of racial violence sell more newspapers than coverage of the very real – and relatively unsensational – workings of the democratic process in the hands of our Jordan youth?

Joseph R. Ruth
350 Roark Way
Palo Alto

"(Our story stemmed from remarks by CEE leader Delbert Larson to the Palo Alto Board of Education and if its tenor was more alarmist than the facts of what went on at Jordan made it, his tone may account for that. The story included in essence all the facts recited by Mr. Ruth, plus the fact that the school had to be evacuated because of a bomb threat. We regret having missed the story of the election of Naomi Wells as student body president late in January. Had they called attention to the election and to last week's tensionwhen they happened, the events could have been covered without the coloration of a critics comments. — The Editor.)"

– Palo Alto Times, April 26, 1969

"Jordan Rumor Not True
Editor of the Times:

"In Tuesday's paper, on page 3, was an article headlined 'race uproar at Jordan school revealed'. This article stated that Jordan was gripped with racial tension for three days. This is not true. This was a blown-up rumor. There were no guns involved and there was very little chance of a riot starting. If there had been a riot it would have been between the speakers and the whites, not the blacks.

"The students that made the statements against the blacks did apologize and now hold a very low school reputation because of their remarks.

"The students at Jordan want this transfer system and the whites, and blacks get along every (sic) well at Jordan.

"A statement made by the students at the open mike was that 'Naomi Wells, student body president, was running the school'. This also is not true. The students freely elected her as their president. She is most capable of her job.

J. F. Rily
(Eighth grade history class,
Jordan Junior High School)
1842 Edgewood Drive
Palo Alto

– Palo Alto Times, April 26, 1969

"AROUND THE BEATS
Few Jordan Pupils Are Racists
By Ron Goben

"Jordan Junior High School in Palo Alto is definitely not split by racial strife, and there are 'maybe 10 guys in the whole student body' with real racist feelings, a group of black and white students report.

"They expressed their feelings because of concern over a report at a meeting of the Palo Alto Unified School District Board of Trustees that 'Jordan was gripped by racial tension' for three days after three white boys made racial remarks about black students.

"The report came from Delbert Larson, vice chairman of the Citizens for Excellence in Education (CEE), who was speaking against the transfer arrangement under which black students from the Sequoia Union High School District attend Palo Alto schools.

"One of those black students, Walter Randall, said 'the transfer program here (at Jordan) is coming along extremely well' and black and white students get along with little friction.

"Naomi Wells, another black student, was cited as an example of how well the transfer program has worked — she was elected student body president.

"Jordan principal Frank Seely said the school has about 66 black students, including transfers. He said 'things have gone well' most of the year, adding:

" 'I'm proud of our black students, our white students and our faculty'.

"Lhse-Anne Pirofski, a white student, emphasized that the notorious racial incident involved 'no physical contact at all,' but only remarks made by the three boys during a school 'open mike' — at which opinions are allowed but slanderous remarks are not.

"Tony Thayer, another white student, said that only about '10 guys in the whole student body' would agree with the remarks — which in essence said the blacks were taking over the school and running things.

"Miss Wells said she respects the three who spoke 'for getting up and saying their opinion on something as touchy as this. I feel no hostility toward them'.

"Miss Pirofski said it 'brought their aggressions out into the open'.

"Byron Brill, a white student, said the long-range effect of the entire incident 'might be good — it shows we have a good relationship because a thing like this couldn't pull us apart'.

"The students were unanimous in condemning Larson's statement and news articles about it for distorting the situation.

" 'He (Larson) got all his information second hand — third hand,' Miss Wells said. 'I don't think he could be a judge unless he was here himself.'

"She and the other black students emphasized that reports they had gone to East Palo Alto to get support for an assault on Jordan whites was pure fabrication.[1]

"Rik Besser, a white student, said the false reports 'give the impression there was a lot of trouble. Actually, it was settled by the students quite fast'.

"There were even some healthy discussions between the three boys who made the statements and other students later in the week that helped clear the air, the students said.

"Seely indicated the entire incident was exaggerated, noting that he had only received 10 or 15 telephone calls about possible trouble during the week after the open mike session.

"But Miss Wells admitted that some students might have contributed to the difficulty by exaggerating a bit in their own reports to their parents.

" 'We're all kids still', she said. 'We have very vivid imaginations.' "

— Palo Alto Times, April 29, 1969

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[1] emphasis ours

Innuendo and distortion in the CEE statements concerning the Jordan Junior High situation again have been used to support an alarmist cause, discrediting and undermining the PAUSD Board and administration.

The CEE tactic of emphasizing the violent and negative aspects of situations to exploit the fearful reactions of parents is well illustrated here. A very hopeful note, that of important progress in the improvement of racial relations, was sounded in the Keepes report but is ignored in the following statement by Mr. Larson:

> "Mr. Delbert Larson referred to Dr. Keepes' survey of the transfer program which stated, in part, that approximately 17% of Palo Alto students said they had been threatened or intimidated by transfer students. He said if 17% is representative of the total district secondary school enrollment of 7,720, then over 1,300 have been involved and this would cast some question on the validity of the report. Mr. Larson said the 40 incidents of physical and verbal assaults known by CEE members represent only 1/30 of those occurring during the survey."
>
> — PAUSD School Board minutes,
> June 2, 1969, p. 8

Dr. Keepes' report shows a different picture:

> "Approximately 17% of the resident students indicated they had been threatened or intimidated by transfer students. (Unfortunately we do not have data on the number of transfer students threatened or intimidated by other resident students — or how many resident students were intimidated by other resident students.) In spite of this, of the resident students who indicated they were intimidated or threatened, 80% indicated that the transfer student program resulted in a positive school experience for them. This figure is only slightly less than for all the students responding to this question. Approximately 84% of all students responding indicated that the transfer student had either (a) no disruptive influence on their school experience or (b) that, while some disruption did occur, the presence of the transfer student contributed to the school program or gave the resident student important positive feelings about black students. In another question in this same area, 42% of the resident students indicated that it is very important to them to have contacts with minority students, 41% indicated some importance, 11% indicated very little importance, and 6% no importance."
>
> — Keepes, Transfer Program (PAUSD
> Report No. 110) May, 1969, p. 3

SIDNEY WALTON

Mr. Sidney Walton was hired as Multicultural Coordinator for the Palo Alto Unified School District during September, 1968. His position was never designated as administrative; he served solely in a staff capacity as advisor to Dr. Santee. In the following section of the report we do not explore the pros and cons of Mr. Walton's performance, his political persuasions, or his support of the Black Panther Party platform even though his militant support of certain causes perhaps frightened a number of people. We do document numerous distortions and innuendos concerning Mr. Walton passed on to the public by the CEE. These tactics contributed to the negative reaction that a part of our community developed toward him; he was damned before his capabilities or intentions were tested.

An early CEE publication entitled "An Open Letter to the PAUSD Board," (presented in full in the appendix to this report) raises the question of Mr. Walton's militancy:

> "Many of us do not relish having, as an administrative officer of our school district, a militant negro who unhesitatingly acknowledges his close association and warm relationship with other militant racists who are disrupting our nation's schools, coast-to-coast. For instance, Black Panther George Murray, lately associated with San Francisco State, was quoted in a Fresno speech as saying the American flag was 'a piece of toilet paper' deserving of being 'flushed down the toilet.' He also stated 'All political power comes from the barrel of a gun.' It is not a coincidence that this is a verbatim quotation from the Chinese communist doctrinaire, 'Thoughts of Mao Tse-Tung.' Another friend and Black Panther, Mrs. Kathleen Cleaver, stated that society must change or DIE. Not surprisingly, this is also a direct quotation from each of Mr. Walton's public utterances, and from his single written pamphlet 'Excerpts from the book, The Black Curriculum.' Sincere attempts have been made to obtain any other publications he is supposed to have written. Where are they? Why does his office not make them available? Did the Search Committee request them or is it possible they do not exist?"
>
> — CEE Open Letter, November 18, 1968

The CEE mentions Mr. Walton's "public utterances" but they give no citations to support their charge that Mr. Walton said "society must change or DIE."

We carefully went through all of Mr. Walton's documented public statements until the date this CEE material was presented. We can find only two statements that might apply.

> "To: Members of the Palo Alto Unified School District Community
> From: Sid Walton, Coordinator, Multicultural Activities
> Subj.: Perspectives on Multicultural Activities
> Date: September 3, 1968.
> (only quote applicable to "social change or die. . .")
> Some people do not understand why so many of us say 'Free Huey.' In closing, let me quote the words of my friend Huey P. Newton who said of the long-haired white youths who represent the European cavemen and the kinky headed Black youths who represent the African bushman joining together in brotherhood: 'They won't let it (a racist inhuman world) happen again!' Remember, when Malcolm X preached hatred of whites, he was popular; when he preached brotherhood among the poor of all races, he was assassinated. Must we crucity all of our humanists before we heed their words? Must a man die before he becomes relevant to other human beings and human values? Would people be dying in Vietnam today if we had implemented a multicultural activities program 400 years ago? Would Jesus have been crucified if a few people had stood up and said, 'Free Jesus'?"
>
> Reprinted in Multicultural Activities Progress Report, January, 1969, p. 8
>
> Ohlones P.T.A. board meeting. . .November 12, 1968. Speech by Sid Walton "In closing let me remind you that it is you, the parents, who must determine the commitment that you are going to make to implement a meaningful multicultural program. Minority people are willing to die to implement change from the racist status quo; are you willing to die to perpetuate racist oppression of minorities?
>
> "Remember, you must undergo subtle attitudinal changes before you can implement behavioral changes. The degree of honesty and commitment to implement a meaningful multicultural activities program to end racism will serve as a barometer to determine whether white Americans die perpetuating racism, whether minority people die fighting for liberation from racism, OR whether we can all live in harmony respecting each other as human beings."
>
> Reprinted in Multicultural Activities Progress Report, January, 1969, p. 14

A letter to the Editor, Palo Alto Times, November 28, 1968, by Mr. Delbert Larson, CEE spokesman:

> "Editor of the Times:
>
> My acceptance of membership in the Citizen's Advisory Committee on Multicultural Activities was conditioned upon Supt. Harold Santee's

> written and verbal assurance that the committee would be advised of Mr. Walton's qualifications.
>
> "Specifically, my wife wrote to Dr. Santee on Nov. 4 asking, among many other questions, 'What were Mr. Walton's credentials (past positions, books written, classes taught, degrees, etc.) which determined his being chosen?'
>
> "Dr. Santee's reply of Nov. 5 refused answers to all questions, stating, 'from this point on, therefore, I will devote my time to working through the committee and I will provide them with any and all information at my disposal.' "
>
> — Palo Alto Times, November 28, 1968

Mr. Walton's qualifications were already outlined in the following article:

> "Walton currently in on the faculty at Merritt College in Oakland. Walton organized in Oakland a local of the American Federation of Teachers, a union affiliated with the AFL-CIO.
>
> "He is a member of the National Association of Afro-American Educators; the Bay Area Black Educators, a group open only to blacks; and the California Junior College Association.
>
> "He was graduated in 1959 from San Francisco State College and received a masters degree in 1964 from California State College at Hayward. Walton has taught in a San Francisco junior high school and special classes at Washington High School, Fremont."
>
> — Palo Alto Times, September 4, 1968

Mr. Larson continues:

> "Again, upon direct questioning at the Nov. 18 Palo Alto Unified School District Board Meeting, Dr. Santee replied, 'You're placing me in the position of evading your question. I can't legally, divulge that information but I will discuss it with the committee.'
>
> "Immediately before convening the organizational meeting of the committee Nov. 21, Dr. Santee told me he had the complete file with him and Mr. Walton's permission to review it. With these assurances, I took my seat on his committee fully confident that the citizens of Palo Alto would be given the opportunity to independently judge Walton's qualifications as a policy-setting member of Dr. Santee's staff."
>
> — Palo Alto Times, November 28, 1968

The board is the sole policy-setting body of the district. Individuals may make suggestions to the Board but no single person is in a policy-setting position.

Dr. Santee may not open anyone's files except to selected school personnel, as indicated by Government Code 6254 Subdivision C, and by the PAUSD Board policy on availability of personnel records which states:

> "Palo Alto School District Board policy on availability of personnel records:
>
> Board Policy 5020.6 limits to Director of personnel, immediate supervisor, Supt. and Cabinet, persons themselves, and (in the case of applicants) those interviewing candidates."
>
> — Policies of the Board of Education and Administrative Regulations of the Palo Alto Unified School District

Mr. Larson concludes:

> "Dr. Santee's subsequent refusal to present all the facts, or to insist that Walton do so, left me with the obvious conclusion that dissenting opinion on his committee would be futile since control of the committee was being arbitrarily exercised.
>
> "Contrary to any suggestion that I am a 'poor loser,' my resignation was submitted to allow me to devote full energy to the solution of a community crisis which mirrors, to a large extent, a national one. I believe a solution to this crisis, which threatens not only the education and well being of our children but the very foundations of our society, must be achieved here in Palo Alto or our community, and the nation, will be the real loser."
>
> D. G. Larson
> 2459 Greer Road
> Palo Alto
> — Palo Alto Times, November 28, 1968

The Citizens Advisory Committee on Multicultural Activities was composed of over 60 teachers, students, and resident citizens. There were nine committees and countless sub-committees who worked for almost a year to formulate suggestions relating to the multicultural program.

Persons opposed to as well as those in favor of the program were asked to serve on the committee. Mr. Larson, Mr. Klein, and Mr. Meadows accepted the invitation but resigned shortly after the first meeting, forming an organization opposed to the multicultural program. Thus the Citizens for Excellent in Education was born.

Throughout the CEE material we find implications that the Multicultural Program is costly, and much mention is made about a rise in taxes as a result of the program. CEE never mentions figures. The Multiculture program was budgeted at $31,350 out of a total budget of over $18 million dollars for the 68-69 school year.

In January of 1969 the CEE circulated a flyer in Palo Alto. Again we find a reference to a lack of knowledge about the multicultural program and an expression of distrust concerning the role of Mr. Walton:

> "Fellow Palo Altans
> Do You Feel As We Do?
>
> "We feel let down. We are Palo Altans: that is to say, we are Caucasian, Black and Oriental — we are Protestant, Catholic, Jewish, Buddhist, Moslem, and agnostic. Our parents came from Europe, from Asia, from Africa, from the West Indies. Do we want a multicultural program? Of course we do!
>
> "But we want to build, not to destroy: We want to improve curriculum when the desired change will enhance the Excellence in Education for our children. We feel that 'the powers that be' are building a house we do not know anything about, but in which we and our children shall have to live. And we much question the choice of the architect."
>
> — CEE Fellow Palo Altans, January, 1969

School board meetings are open to the public; there have been numerous press releases about the multicultural program; three of CEE's officers were asked to serve on the Citizen's Advisory Committee in which case they not only would have every opportunity to have all their questions answered but would be actively involved in formulating the program. They all resigned a short time after the committee was formed.

CEE continues:

> "A Director of multicultural education was appointed: we were not informed of his qualifications. His methods are not always those of a professional and impartial educator, as witnessed by his statements at Asilomar and at public meetings: they seem designed to elicit from us a wave of self accusation."
>
> — CEE Fellow Palo Altans, January, 1969

We have already referred to the newspaper article in which Mr. Walton's qualifications were discussed. CEE's concerns about Mr. Walton's methods not being those of a professional and impartial educator are explained by the following statement from Dr. Bernard Oliver:

> "We hired Mr. Walton because the selection committee, the superintendent, and the board agreed that to have a meaningful multicultural program we needed a coordinator sensitive to intercultural problem areas as seen from the minority viewpoint, not ours. Who is more qualified to tell us what's wrong than one so sensitive to injustice that he 'is willing to die for the opportunity to lead a better life?' "
>
> — Palo Alto Times, December 6, 1968

In a January 1969 Fact Sheet the CEE again questions Mr. Walton's qualifications, this time referring to a recommendation for dismissal.

> "Other Sources
>
> Members of the CEE have obtained additional information from many other different sources over the past nine months. We have attended School Board Meetings, special PTA meetings on the Multicultural Program, Citizen's Advisory Committee meetings, the La Honda Retreat last September, and numerous other meetings. We have researched many news magazines and newspapers, including the paper published by the Black Panthers.
>
> We have personally talked with Administrators at Merritt College, Oakland, and learned that Mr. Walton was recommended for dismissal there because — to use Mr. Walton's own words from a San Jose Mercury article 12/13/68 — he raised a lot of 'hell' at Merritt."
>
> — CEE Fact Sheet, January, 1969

We can not find out if he was recommended for dismissal because it is illegal for an administrator to discuss personnel matters, California Govt. Code 6254, Subdivision (c). Mr. Walton was still employed by Merritt College at the time PAUSD hired him. (See article on page 20.)

Finally, in a presentation to the Faculty Forum, we find the CEE accusing Mr. Walton of exhorting others to violence:

> "Our concern for the Administrations's direction of the Multicultural program heightened greatly when it was announced that a militant, Black Panther Party supporter had been chosen as its Coordinator. Each of you carries the burden of setting a good example in character

> and social conduct for the children in your charge. It is inimical to the principles of good education to have, as a policy-setting administrator of our school district, a man who publicly espouses revolutionary dedication and exhorts others to violence. I agree with Eric Hoffer, who is quoted in the October 24, 1968 issue of the S.F. Examiner as saying, 'I have always said it is harder to write a good paragraph than to start a revolution.' Certainly I do not believe in Mr. Walton's ideas which I find are totally opposed to my interests."
>
> — CEE Faculty Forum Presentation, January 13, 1969

We can find no record of Mr. Walton's advocating violence or the Black Panther Party, but only its platform, which nowhere advocates a violent revolution.

In a speech on November 21, 1968, Mr. Walton presented the following text:

Citizen's Advisory Committee Meeting, November 21, 1968
Sidney Walton

> "The foregoing expressions of my honest feelings are by no means a 'program' merely exposure of me to you on a human level. This is no apology for my being, but rather the rationale for by being. I have been honest with the Palo Alto community. I am a black human being partly self made, partly society made, and to quote Dr. Maria Fielder, 'I'm not giving two speeches. . .one to white and one to black.'
>
> "Thus, if you ask me if the Black community can achieve in this society, I must answer 'no,' not without drastic changes in the structure which affects the essential social relationship between people. What you do here in Palo Alto will signal to the world that a person such as me can work harmoniously with the white community; or else it will signal that very ominous days are ahead for the development of human relationships. Thus, I end my formal introductory comments with a statement and a question. I am willing to sit down at the table with you to build a better world. Are you just as willing to sit down to the table with me to begin building a better world with me?"
>
> Reprinted in Multicultural Activities Progress Report, January, 1968, p. 17

Mr. Larson, CEE spokesman, in his Faculty Forum Presentation, referring to a previous CEE presentation continues:

> "So, we question Mr. Walton's background and at the November 18, 1968 Board Meeting presented an 'Open Letter to the Palo Alto School

> Board', criticizing their 'inept choice of an administrator espousing such radical philosophy'. Most of the questions in this letter have gone unanswered or have not been answered forthrightly. For that reason I have included a copy of this letter in the packet available for distribution with a copy of this address. You may be interested to note that Mr. Walton's affiliation with the Black Panther Party is attested to by virtue of the fact that this copy of the letter is reproduced from the December 7, 1968 issue of the Black Panther Weekly, a publication in which Mr. Walton's name regularly appears."
>
> — CEE Faculty Forum Presentation,
> January 12, 1969

In the December 7, 1968 issue of the Black Panther Newspaper there is a copy of the CEE open letter to the PAUSD, printed with no commentary at all. There was an article about Mr. Walton concerning a conference held at Merritt College where he introduced his Black Curriculum concept to the student panel. Harold Klein, CEE spokesman, in a letter to the Palo Alto Times states the following:

> "Board should correct error.
> Editor of the Times:
>
> "I did not realize, when the Palo Alto School Board and Superintendent Santee brought Mr. Sidney Walton to our district as coordinator of the multicultural program, that our lives were to be so deeply enhanced and enriched. This became evident at the January 20 board meeting 'Walton - Get off my back'. We were not given a progress report on the program for our children, but we adults will have the opportunity to develop the Black Panther philosophy, that is of course, if our school board wishes to jump at the chance offered by Mr. Walton to adopt the Black Panther platform."
>
> — Palo Alto Times, February 1, 1969

In investigating all of Mr. Walton's speeches and written communications we found that Mr. Walton had not at any time urged Palo Altans to "adopt the Black Panther Party platform." Nothing has been said about giving anyone the opportunity to adopt the Black Panther platform. A logical extension of this rather silly attack would lead one to assume that Republican or Democratic party supporters who are employed by the PAUSD are attempting to force their party's platform down others' throats.

Mr. Klein continues:

> "In view of the situation of the schools across this nation, I keep thinking I must be dreaming when, week after week, this outspoken militant is encouraged by our school board. I believe we are all learning the importance of selecting responsible people to represent us. At present, some of them seem to represent a 'never-never land' philosophy rather than the 'down-to-earth' common-sense approach to the needs and desires of the majority of the members of this community. I do not think we can take a chance on this type of thinking where our children's future is concerned or take one of those 'way-out' trips."
>
> — Palo Alto Times, February 1, 1969

In our opinion, Dr. Santee's statement on the necessity for a multicultural program is about as "down-to-earth" as one could get. In a memo to the PAUSD Board Dr. Santee says this:

> "I believe we all recognize that in order to continue to fulfill its role, the public school must bring about significant changes in curriculum based upon current needs in today's society. These needs have been developing and will continue to develop at an extremely rapid rate. The usual procedures for changing the institution are not designed for such swift acceleration in societal changes and the resultant new requirements. Because our present efforts to develop relevant knowledge and understanding of the various minority groups are uneven, uncoordinated, and fall far short of what we can and must achieve, a new approach must be taken. This approach must have instructional, employment, in-service, and financial components."
>
> — Memo to PAUSD Board, May 20, 1968

CEE appoints itself spokesman for the majority of Palo Alto residents, and implies that the majority of the community is opposed to the Multicultural Program.

This is the group offering opposition to the Multicultural Program:

The Citizens for Excellence in Education

These are the groups who have expressed support for the Multicultural Program:

Palo Alto Educators Association
Addison P.T.A.
Terman P.T.A.
Fairmeadow P.T.A. Board
Stanford Campus Homeowners Association (executive committee)
Board Members Parents Nursery School

These are the groups who have expressed support for the Multicultural Program: (continued from previous page)

Gunn P.T.A.
League of Women Voters
Green Gables P.T.A.
Parents for Enlightened Curriculum
  (later CMP)
Stanford Palo Alto Democratic Club
Palo Alto Uniterian Church Social Concerns
  Committee
Cubberly student group
Palo Alto Federation of Teachers
Palo Alto Ministerial Association
Palo Alto Civic League
The Wisman School District
Church and Society Committee of the
  First Presbyterian Church
The National Education Association, at a
  meeting in Washington, passed a resolution complementing the PAUSD for its
  efforts and courage as evidenced by its
  Multicultural Program (Palo Alto
  Times, January 31, 1969)
A large majority of Cubberly students
  offer cupport of program
Palo Alto Junior Chamber of Commerce
Teachers of PAUSD
Intergroup Fellowship of St. Marks Church
1,000 students of Jordan Junior High
  (supportive petition)

Mr. Klein concludes:

"Political parties strive to get people involved and working for their beliefs: this issue is certainly achieving this end. I would urge the people of Palo Alto to take a look at what is going on, study the facts, become informed of the issue (and possible results to their children) - they will become thoroughly outraged. Mr. Walton tells the citizens of Palo Alto to 'get off my back'. If Mr. Walton expects to represent the people of Palo Alto they have every right to 'get on his back' if they are not satisfied with the way he is handling the situation. It is his views, his philosophy and his past performance which is being echoed back to him. Mr. Walton said it, not us.

"I would hope that Mr. Walton can remember his own words when at a speech at the College of San Mateo last year, and while bragging that he had forced a former school administrator to resign, he proudly retorted, 'If you can't stand the heat, get out of the kitchen'. Now it is Mr. Walton's kitchen that is getting a little too hot!

> "If Mr. Walton wishes to criticize anyone in this district his attack should be directed to the school board and Superintendent Santee; they should have known that his racist and vindictive views would never be acceptable to the community they purport to serve.
>
> "I sincerely hope that our school board acts to correct this grievous error before it is too late.
>
> H. Klein
> 86 Erstwild Court
> Palo Alto"
>
> — Palo Alto Times, February 1, 1969

The citizens of Palo Alto have every right to object to anything any school district employee is doing. No one has the right to inflict the kind of abuse on anyone that Mr. Walton was subjected to, as outlined in the material below. See pages 18 and 20 of this material for examples of Mr. Walton's supposedly "racist views".

In order to give a complete picture of what Mr. Walton had to contend with and what was actually said by Mr. Walton at the January 20, 1969 board meeting, we feel we must reproduce a large portion of the board minutes.

> "Dr. Santee introduced Mr. Walton who asked the Board President if he might make some statements of a personal nature. Dr. Oliver agreed that he could.
>
> "Mr. Walton said that the core of the criticism of the opponents to the Multicultural Program centered upon personal character attacks, accusations relative to his qualifications, and the venting of feelings based upon fear and ignorance of the program and the person. He said that the anonymous telephone calls which he had received before meetings, the half-truths printed in paid advertisements, and the unsigned, unauthorized leaflets such as the one distributed at this meeting under the guise of an 'Information Brief' and headed 'Palo Alto Unified School District' were cowardly tactics. Mr. Walton said that these statements and those that were to follow were a part of his progress report because he had come to Palo Alto as a human being interested in helping to create a program that would engender multicultural understanding and humanistic appreciation for racial differences and similarities, and his progress to date included such things as being called 'dirty' and being subjected to abusive language and threats. He said that his family did not consider him dirty. People who did should read the report and they would discover that the language he uses is the language that he and other black people encounter every day. Mr. Walton said that if others have been

offended by his comments, they too have offended him by the personal attacks. He said that if the community does not want him as the coordinator of the multicultural program, it should have the opportunity to say so in a positive and democratic way, and if it does not want the program, it should say so. He asked the Board to place the question of the Multicultural Activities Program on the ballot, along with the question of his being the coordinator of such a program. He said he would abide by the results of such an election. At least, it would then be decided one way or the other, and he could either leave or get on with the job for which he was hired. Mr. Walton said that he did not feel he could or should take any more time defending himself in this community, and that if he must continue to allot a disproportionate amount of his time to attending meetings to defend his beliefs and his past associations, then it would be impossible for him to meet his commitment to the Board to present a program to them by June.

"Mr. Walton said that for the last time, he was going to publicly answer some of the accusations and then the members of the community who have been harassing him were to 'get off my back'. He said that he would tolerate no more insults or character assassinations, or anonymous phone calls to himself and to his family.

"With reference to his statement to the students and faculty of Cubberly High School in which he encouraged each person to become 'my kind of revolutionary', he said this meant a person who is dissatisfied with a society which is insensitive to injustice, violence, and inhuman treatment of his fellow man, and who is determined to do something to alleviate the situation. Mr. Walton referred to such incidents of sealing men up in a burning mine rather than rish the loss of money; the lack of proper medical care for the indigent; the fear of involvement that permits people to look the other way when a human being is being murdered; the inequality of the justice of the courts, etc. He also referred to what he called the 'teachable moment', that golden opportunity to reach another person which occurs by opportune set of circumstances when two people might communicate and see each other's point of view. He said that too often this moment is ignored because it might rock the boat of society's accepted values. He said that white people tend to write off the wrong doings of whites as isolated incidents — a case of insanity, but the same people will take an isolated black man's wrongdoing and then condemn all black people. He agreed that it was not always only the black man; it often is any minority group but he felt the black man seemed to get a larger portion of the reaction. Mr. Walton told the audience 'before you attack me or the program, read my report and be sure you know what I believe and what the program plans to accomplish, if it can'.

"Mr. Walton discussed a question raised at an earlier meeting concerning his association with Merritt College. He said that he had served as a faculty advisor/counselor to a group of students on that campus. He concluded his personal comments by stating that

> contrary to the propoganda spread by his opponents, the district's teachers were involved from the very beginning in the planning of the multicultural assessment process and the formulation of the proposed program outline. They had been apprised from the beginning of the over-all intent and purpose of the Multicultural Activities Program. He said that the death of Mr. Ray Fleming, who had been a member of the Search Committee, was a great loss to the community and the program. The emphasis of the program is humanistic interaction. He said that black parents were just as opposed to bus-ins as were many white people. He said that black parents did not particularly want nor like their children to live away from home, but they did want the best education possible for their children and to this end would continue to avail themselves of the legal right to permit their children to be affidavit students until such time as the same quality education could be made available to them in their neighborhood schools. He added that human interaction — humanistic interaction — is a two-way street and that white children gained just as much by association with black children as vice versa."
>
> — PAUSD Board Meeting Minutes,
> January 20, 1969

The viciousness of its personal attacks on Mr. Walton casts serious doubts on CEE's motives. Most of Mr. Walton's comments emphasized the need for racial harmony and justice. Mr. Klein ignores all such statements, choosing instead anything that could possibly be interpreted as injurious to Mr. Walton or provocative of fearful and angry reactions from parents.

"MILITANT" MINORITIES

Throughout the CEE criticism of the multicultural program, we found strong CEE opposition to the hiring of black teachers in the schools, to black studies in the schools, and to the possibility of black militant influence in our schools.

Much of the same negative feelings are expressed in the CEE Open Letter to the PAUSD Board which asks:

> "Why do you totally ignore the disruptive influences to the educational excellence of our schools exerted by the irresponsible activities of such listed subversive organizations as the Students for a Democratic Society, and other student groups disrupting our schools such as the Black Students Union and the United Students Movement?"
>
> — CEE Open Letter to the PAUSD Board,
> November 18, 1968

CEE states that the Students for a Democratic Society is a "listed subversive organization". Through carefully contrived juxtaposition, they imply the same for the Black Students Union and The United Students Movement.

The Students for a Democratic Society has never been recognized as a PAUSD School organization. SDS meetings are held off campus. They do not have a faculty advisor, nor does the PAUSD have any legal way to control the activities of any such unrecognized student organizations or to prevent their formation.

The United Students Movement, was, for a brief time, a recognized student organization until it broke the rules governing student activities at that time. From then on it was not recognized and lost the privilege of holding meetings on campus. Again, the PAUSD has no control over any off-campus organizations or activities.

The Black Students Union was and is a recognized student organization. In talking to Mr. Tony Trujillo, the BSU faculty advisor at Palo Alto High School, 1968-69, he advised us that the BSU:

> "..did not make any unreasonable demands or create any trouble. They were very helpful in settling racial problems; they set up discussion groups with white students to iron out racial problems; they met with the faculty to explain their point of view (their desire to be called Black instead of colored, etc.). They contributed a great deal to racial understanding of both black and white students and faculty. They were great!"

The CEE continues in the same Open Letter to the PAUSD Board:

> "Why, instead, do you address your efforts to placate militant elements, totally alien to Palo Alto, with a bi-racial program calculatedly misnamed the Multicultural Project?
>
> "If there is any doubt about the bi-racial aspects of the so-called Multicultural Project, may I first quote from Dr. Oliver, 'The ability to win the cooperation in some of the more militant areas of East Palo Alto[1] will be strongly impaired by not having a Negro filling this position.'"

— CEE Open Letter to the PAUSD Board,
November 18, 1968

Dr. Oliver's statement also included these words:

> "It seems obvious that this is an area which, if any light can be shed on both sides and cooperation established, it will be to the advantage of all. However, we would expect the Coordinator of Multicultural Activities to attend to minority group problems other than Negro problems, just as we would expect any employee to embrace a broad range of interest."

— PAUSD School Board minutes,
August 5, 1968, p. 4, 8

The CEE continues in the Open Letter to the PAUSD Board:

> "Secondly, may I exhibit the advertisement you are currently circulating which is captioned, 'PALO ALTO WANTS BLACK TEACHERS FOR MULTI-CULTURAL PROJECT' and 'THE OPPORTUNITY FOR BLACK TEACHERS IN PALO ALTO IS REAL'. The text goes on to read, 'This multicultural program is not a "token" attempt to employ blacks, but a unique voluntary effort to bring about significant changes in curriculum and humanistic attitudes among 70,000 children and adults in the Palo Alto community'."

— CEE Open Letter to the PAUSD Board,
November 18, 1968

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[1] emphasis CEE's

Again CEE fails to finish the quotation as stated in the circular:

> "To this end we need the help of the best black and other ethnic minority personnel[1] we can employ.
>
> "Because of the unique opportunity available to Palo Alto Unified School District through such things as the location of our school district and the cultural, economic, educational and attitudinal components of the community, Palo Alto schools invite you to investigate the opportunities for ethnic minorities[1] to contribute in a substantial way to the achievement of maximum multicultural understanding."
>
> — PAUSD Circular, Published October, 1968

CEE appears to believe that Palo Alto recruitment of minority teachers, or in fact black teachers, is in some way unusual. School districts throughout the land are involved in similar hiring practices. There is intense competition to obtain the services of good black teachers. CEE implies that the district is interested in hiring only black teachers when the circular clearly states the PAUSD interest in all minority teachers.

Other school districts in California are following the suggestions outlined in this letter from Sacramento:

> Personnel
>
> Assessment
>
> "I believe that the school staffs composed of personnel who represent the multiracial ethnic diversity of the nation provide an added positive dimension to children's learning experiences. The State Board of Education has established policies in keeping with this fundamental principle. The Board has also directed that the Department of Education offer its resources to assist school districts in recruiting minority personnel and in developing placement and promotional practices that will assure the employment and assignment of minority personnel in our schools.
>
> "It is my hope that this publication will assist district and county superintendents and their personnel staffs in locating and recruiting teachers of minority racial and ethnic backgrounds."
>
> — Max Rafferty, Superintendent of Public Instruction. Recruiting Minority Teachers, an Equal Opportunity Guide, Sacramento, 1967 (Reprinted in Multicultural Activities Progress Report, p. 53.)

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[1] emphasis ours

CEE continues:

> "We recall the statement which your chosen Coordinator for Multicultural Activities put forward at the Asilomar Conference to the effect that, once the Multicultural Program is underway, there will be a moratorium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Is such a moratorium planned? Or, is it in force at this time? What means of judging the necessary ethnic balance will be employed? Will militant negroes, or whites, be sought to provide our underprivileged children the educational experiences this school board and its administration appear to feel are so desperately needed?"
>
> — CEE Open Letter to the PAUSD Board,
> November 18, 1968

The Asilomar Conference was not open to the public. Several speakers, including Mr. Walton, did not have their remarks recorded. CEE representatives were not invited to the conference, but it appears that they have sources of information which we do not have. Assuming that their information is correct and that they reported it accurately, we can only look at the statement they attribute to Mr. Walton in the light of subsequent events. It seems that no "moratorium on the hiring of white teachers" was in effect for the 1968-69 school year. 111 new teachers were hired, but only five were black and six were Oriental.

Why does CEE ask if PAUSD is going to hire militant black or white teachers? We can find no record of such a thing being proposed. CEE, by asking such a question, implies it is true.

From the Multicultural Activities Report, January, 1969:

> "To: Harold Santee, Superintendent Date: September 20, 1968
> From: Sid Walton, Coordinator Multicultural Activities
>
> "Subject: Employ ethnic minority persons for all upcoming job vacancies until the staffing of representatives of all ethnic minorities reflects the percentage of those minorities in the general population of the United States.
>
> "A. Reasoning: The multicultural visibility that this will provide is the most important source of multicultural understanding. Books, films, etc., are secondary sources.

> "B. Implementation: Nixon school provides the vacancies. Hire all ethnic minorities to fill all positions there with the understanding that they would be dispersed throughout the district to provide ethnic visibility throughout the district."
>
> — Multicultural Activities Progress Report, January, 1969

CEE chooses to interpret the phrase "ethnic minorities" as meaning black.

In a presentation to the Faculty Forum, January 12, 1969, Delbert Larson, of the CEE, raises objections to the hiring of black teachers. At that time he cited several source materials. One of the articles he suggested reading was "Will Black History Really be Brain Washing" by George S. Schuyler, printed in the August 24, 1968 issue of Human Events. In a visit to the American Opinion Bookstore, several of our researchers found Mr. Schuyler's articles prominently displayed. Mr. Schuyler is mentioned in a book called The Radical Right:

> "While waging war against the civil rights movement, the John Birch Society has, at the same time, diligently sought to create a public image of itself as friendly to Negroes. A mainstay of the Birch Speakers Bureau has been Mrs. Julia Brown, a Negro lady who had once been a Communist and later an informant for the government. Others have been the aforementioned Lola Belle Holms, Leonard Patterson, and George Schuyler[1] the Negro newspaperman."
>
> — Epstein and Forster, The Radical Right p. 100

We read George S. Schuyler's "Will Black 'History' Really be Brain-Washing?" The editor describes Mr. Schuyler:

> "George S. Schuyler, the outspoken Negro conservative, has been a newspaperman and editor for over half a century. He is the author of 'Black No More' and 'Black and Conservative'. In this article Mr. Schuyler warns against undue emphasis on Negro 'history' in the public school system."
>
> — Human Events, August 24, 1968

The article contains some of the following thoughts. We have purposely not presented the most offensive parts, but have attempted to pick statements that illustrate Mr. Schuyler's philosophy.

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[1] emphasis ours

38

"Will Black 'History' Really be Brain-Washing?
By George S. Schuyler

> "As a by-product of this indoctrination in black racial mythology and largely apocryphal folklore is doubtless the goal of ultimately establishing as national heroes such agitators as the late Martin Luther King, Jr. and Malcolm X. Apparently we are having open housing in the Pantheon.
>
> "There is no question that people of color have exercised wide influence on the course of American and world history, and this influence has been reported in general history books. But the place to teach Negro history as such is in the home or in Negro church and other community groups. The taxpayer should not have to support it, especially since any resemblance between the Negro mythology that will be taught and the actual facts will be coincidental. For the whole purpose behind teaching Negro 'history' is to make the Negro look good."
>
> — Human Events, August 24, 1968

In referring to books and newspapers dealing with the Negro past, Schuyler has this to say:

> "With a few bright exceptions most of the black chronicle has been sad because these people began low on the totem pole and have not yet worked themselves very high. Thus there is little for the young to boast about or to use to inflate their egos, encouraging new fantasies and dreams. Perhaps the less said the better."
>
> — Human Events, August 24, 1968

CONSORTIUM

In Palo Alto last year a great deal of CEE concern was focused on the idea of a Consortium. The members of CEE attempted to involve in the discussions of the consortium such issues as outside funding from state and federal sources, busing, annexation of East Palo Alto to Palo Alto, and increased taxes. The Consortium issue is documented in the following pages.

The Consortium was first suggested at the PAUSD Board meeting of May 20, 1968:

> "Consortium. Through joint action of the Palo Alto Unified School District and the Ravenswood City School District, create a consortium composed primarily of representatives of these two districts. The primary purpose of the consortium would be to address itself to the solution of the problems surrounding multicultural education. Other groups able to contribute to our goals would be invited. San Francisco State and Rand Corporation have indicated an interest in such involvement. Each, because of special interests and talents, could make a major contribution to the achievement of the goals of the consortium: San Francisco State in the area of teacher inservice education, and Rand Corporation in the field of computer-assisted instruction. The value of such a consortium would be that all institutions operate on an equal basis."
>
> — Dr. Santee, PAUSD Board Meeting, May 20, 1968. Reprinted in Multicultural Activities Progress Report, January, 1969, p. 1

The issues of busing and annexation are first tied in with the consortium in the CEE January, 1969 advertisement in the Palo Alto Times:

> "Q. What is the eventual aim of the so-called Multicultural Program?
> A. On September 21, 1968 at the Asilomar Conference, Mr. Walton stated, 'What you have to do is adopt, annex, or absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws'. . . In his audience was our School Board. Some of them have expressed similar views. On April 15, 1968, Mr. Cutler said, 'Lets kick over the traces . . . and look for a way to merge with East Palo Alto'. On January 6, 1969, a meeting will be held at

> La Entrada School to discuss ways to merge five south San Mateo County Elementary School Districts, including Ravenswood, into the Palo Alto School District."
>
> — Palo Alto Times, advertisement by the CEE, January 6, 1969

The Board minutes covering Mr. Cutler's remarks on the subject of a merger with East Palo Alto include the following:

> "Mr. Cutler said that his reaction is that the district must 'kick over the traces'. He said it would be appropriate for the Superintendent to consider the possibility of consolidation with East Palo Alto. He said he did not know if anything of this magnitude could be accomplished but an imaginative approach could perhaps accomplish something along these lines. Mr. Cutler said he felt something should be done right away. Also, Mr. Cutler said, he supports the idea of more low-cost housing. Mr. Cutler said these ideas should be studied.[1]"
>
> — PAUSD School Board minutes, April 15, 1968

The above ideas were studied and rejected later as indicated by the following board action:

> "Mr. Cutler moved that the Board adopt as its position the stated intention to not engage in any action that would result in unification with the schools in San Mateo County without approval of the voters in this district.
>
> "Mrs. Robinson suggested amending the motion to delete 'schools in San Mateo County' and to insert 'school areas that cross county lines'. Mr. Cutler accepted this amendment.
>
> "Mr. Fletcher seconded the amended motion which carried unanimously."
>
> — PAUSD School Board minutes, January 6, 1969, p. 6

The question of busing was answered as early as May, 1968:

> "Dr. Santee explained that the district had a policy whereby no child may be removed from the school he attends without parent's permission."
>
> — PAUSD School Board minutes, May 20, 1968

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[1] emphasis ours

Again, Dr. Santee spoke to the busing issue:

> "Dr. Santee: To say that our teachers and students would never participate in activities with neighboring schools and institutions is to restrict in an intolerable fashion our ability to offer the broad experience necessary for our students. Palo Alto has long engaged in activities of this sort and there is no reason, in my view, to restrict these kinds of educational opportunities today. There is no implication here that a major program of busing is intended. I do not see annexation or the constant busing of large numbers of students as either possible or desirable."
>
> — PAUSD School Board minutes,
> October 21, 1968, p. 8

CEE continues in the January advertisement:

> "Q. What does the existing consortium with East Palo Alto bring about?
> A. Palo Alto and East Palo Alto children could be bused back and forth every day to achieve the racial balance our School Board feels is necessary."
>
> — Palo Alto Times, advertisement by
> the CEE, January, 1969

Busing of children and the consortium are two completely unrelated topics that have been cleverly juxtaposed to heighten the reader's alarm. Later, in the same advertisement:

> "Q. How could the Consortium with East Palo Alto affect all Citizens of Palo Alto?
> A. One basic factor in families choosing Palo Alto has been the excellence of our schools. As academic standards decline Palo Alto will become less desirable and people will look elsewhere.
>
> "Q. What does CEE oppose?
> A. We oppose the acceptance of outside advice and funding leading to control of the Multicultural Program by a Consortium organized by Superintendent Santee. . ."
>
> — Palo Alto Times, advertisement by
> the CEE, January, 1969

All of these CEE issues are presented as facts or immediate probabilities. This advertisement had wide circulation in the local news media.

In a Fact Sheet also published in January, 1969, the CEE renews the issue of the consortium and its concerns about federal funding:

> "Instead of formulating a Multicultural Program within our own District, Superintendent Santee has organized a Consortium with the Ravenswood Elementary School District, the Rand Corporation and representatives of San Francisco State College. A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that, 'Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups).'
>
> "The letter also stated that geographically, the scope of the Consortium would cover the five Bay Area counties. The funding for all this is to come from the National Foundation of the Arts and Humanities.
>
> "Asked about the Consortium at the January 6, 1969 Board Meeting, Superintendent Santee again had a convenient lapse of memory. On further questioning, he indicated the Consortium wasn't organized until reminded that he had advised the Board of its existence in a Memorandum October 18, 1968. Asked what control would be relinquished in exchange for outside funding[1] Superintendent Santee overlooked his suggestion in the same correspondence that the Consortium begin by supervising the 'Community Counselors' to be employed as a part of the Multicultural Program. He claimed to be equally uninformed about the National Foundation for the Arts and Humanities whom he had indicated would fund the Consortium's activities."
>
> — CEE Fact Sheet, January, 1969

The following is a large portion of the January 6, 1969 Board minutes to which the CEE refers:

> "Mr. Larson referred to a letter dated November 19, 1968 written by Mr. Walton and which was apparently addressed to 'prospective participants' outlining the organization of the Consortium and reiterating Dr. Santee's comment . . . ' . . . the value of the Consortium would be that all institutions would operate on an equal basis'. Mr. Larson asked what this statement meant.
>
> "Dr. Santee responded that one must realize first that the Consortium would have no control over any school district.[1] It would offer services that a school district would like. 'I indicated,' Dr. Santee said, 'when I first talked about the Consortium that I was not sure if it would ever become a reality because it would take foundation or U.S. Office of Education funding'. Dr. Santee pointed out that

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[1] emphasis ours

> the Consortium had been composed of the Rand Corporation of Santa Monica (an ethical and outstanding Management Consultant firm), the Ravenswood Elementary School District, the Palo Alto Unified School District, and representatives of the faculty of San Francisco State College. These were the participants in the discussing and assessing whether or not some effort on the part of a broad and interested cosmopolitan group could be of service to a school district. 'We have since that time talked to the State Department of Education in Sacramento and with other school districts in an effort to bring together a wide variety of people,' Dr. Santee continued. 'A Consortium could be defined as a group attempting to determine how change can be brought about in an educational enterprise in order to effect goals that a school district might wish to achieve. A Consortium has nothing to do with busing youngsters from Ravenswood or with annexation.[1] It involves people who are not even in the same geographical area. You have to think of it as a "superstructure" or, more correctly, as a resource to a school district.'"
>
> — PAUSD School Board minutes, January 6, 1969, p. 10-14

Mr. Fletcher made a comment about similar organizations throughout the state, concluding with these comments:

> "' . . it would be an agency composed of different members interested in some fairly complex and broad social problems that cut across more than one district. There is no reason why people who are interested cannot share ideas and help on these problems to the benefit of all participants.'
>
> "Mr. Larson said he certainly agreed with Mr. Fletcher, but he 'did not believe that the tax money of this District should be spent in large measure' in constructing such a Consortium and 'there is no question in my mind that a good deal of time and effort is being spent by the administrative staff of the PAUSD along this line.'
>
> "Mr. Larson asked what degree of control would be exercised by the Consortium or by the Foundation of Arts and Humanities which, apparently, will be doing the funding according to the information in Mr. Walton's letter. Mr. Larson also asked what was the Foundation of Arts and Humanities?
>
> "Mr. Cutler answered this question by telling Mr. Larson that the National Foundation of the Arts and Humanities is a national agency, quasi-governmental, which operates for the humanities and the arts, as the National Science Foundation operates for the sciences without, however, the same degree of funding. Mr. Cutler said it was his understanding that, currently, the Arts and Humanities Foundation was rather short of funds.

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[1] emphasis ours

> "Mr. Larson asked Dr. Santee what he meant in his letter of October 18th in which he suggested that the Consortium might supervise the community counselors who would be employed as a part of the Multicultural Activities Program. Mr. Larson referred also to the minutes of October 21, 1968 on page 7, paragraph 5, in connection with this subject.
>
> "Dr. Oliver read from this portion of the minutes which included several suggestions to implement goals of the proposed Multicultural Activities Program. One item referred to community counselors to work in the community, possibly under the supervision of the Consortium. Dr. Oliver pointed out that these counselors would be working in the community, not the schools. He asked Dr. Santee to amplify this.
>
> "Dr. Santee said that community counselors would not be certificated teachers, but, under this suggested concept, would be individuals who would be working across district lines. The payment of their salaries would have to come from whatever Consortium funds are available.
>
> "(Dr. Oliver interjected here that Mr. Larson could be assured that the Consortium funds, if any, are not being provided by school district money).[1]"
>
> — PAUSD School Board minutes,
> January 6, 1969, p. 10-14

Additional comments later on in the meeting regarding the Consortium. . . :

> "Dr. Santee said, he felt that Mr. Larson was confusing specific recommendations with the exploration of alternatives, and he was sure that Mr. Larson would agree that 'it would be a very restrictive thing if one could not deal with ideas in the development of recommendations'.[1]
>
> "Dr. Oliver: '. . . the ultimate authority of what transpires in any school district resides with the governing board of that school district, and all programs and recommendations that might be produced by any such Consortium would have to come before this Board for approval before being made a part of our program.' "
>
> — PAUSD School Board minutes,
> January 6, 1969, p. 10-14

The following is a portion of a letter from Ted Neff, Chief, Bureau of Intergroup Relations, Office of Compensatory Education, State of California Department of Education:

> "With regard to planning for a Bay Area Consortium of schools and institutions of higher education, as described in Mr. Walton's letter

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[1] emphasis ours

> dated November 19, 1968, the Bureau definitely wishes to become involved and will send a representative to next week's planning session.
>
> "The regional impact of such a consortium is most desirable, and in fact is one of the goals of our own recent efforts through meetings with county superintendents and others. Here again there is great potential for an exemplary program, emphasizing, as Mr. Walton says, the relevance of the various disciplines of the social sciences in understanding and improving the quality of public and private life.
>
> "In behalf of the Bureau staff and myself, I wish to commend you for exercising educational leadership in this forwardlooking project, which places Palo Alto at the forefront of current efforts to overcome racial and ethnic disharmony and help to create a better social environment for all American people."
>
> — As reprinted in Multicultural Activities Progress Report, January, 1969

CEE continues asking the same questions in their Fact Sheet, although their questions asked in the advertisement had been answered at the January 6, 1969 School Board meeting:

> "Why, we ask, are the people of Palo Alto not consulted before our School Administration involves our District and our children with outside Districts, Corporations, Institutions, Sensitivity Training Groups and outside Funding Agencies, which can lead to outside control of the curriculum in our schools? Our problems and their solutions lie with our School Board. To work toward solving them, we are planning to incorporate as a non-profit organization. We are forming permanent committees and are asking members to serve on them. There is much going on behind the scenes that we would like to look into further."
>
> — CEE Fact Sheet, January, 1969

CEE implies that the people of Palo Alto were not consulted about the Multicultural Program. Every effort was made by the district to involve a variety of citizens in helping to formulate the program by serving on the Citizens Advisory Committee. CEE was also given a chance to express their views in a Faculty Forum presentation. The Faculty Forum is a District-sponsored event with representatives from the staffs in all Palo Alto Schools. CEE people were invited to the PAUSD Multicultural Retreat at LaHonda. CEE has taken up an inordinate amount of time at PAUSD board meetings expressing their views. CEE was featured in an article in the February 20, 1970, "What's Happening", published by the PAUSD, in which they were given the opportunity to explain their reasons for organizing and their stand on current educational issues. In our opinion, CEE is living proof that the District is anxious to hear the views and suggestions of all interested parties.

CEE's assumption that outside funding leads to outside control was answered at the May 20, 1968 board meeting:

> "Speaking to the question as to whether the district would lose control if outside funding is accepted, Dr. Santee said no. The district now receives over one hundred thousand dollars a year from outside sources, such as the U.S. Office of Education and the Ford Foundation, and there has been no loss of control."
>
> — PAUSD Board Minutes, May 20, 1968

All school districts in California have outside funding of one sort or another. PAUSD has always had programs with outside funding. At the present time PAUSD is receiving outside funding on the following:

- Driver Training
- Transportation, Handicapped
- Transportation, Regular
- T.V. Allowance
- Special Education for:
    - Educationally Handicapped
    - Mentally Gifted
    - Mentally Retarded
    - Physically Handicapped

They also receive funding for Guidance and for the Instructional Materials Center. This is only a partial list of the programs for which PAUSD is receiving outside funding.

In the CEE Fact Sheet (which came out after the January 6, 1969 Board Action) the question of merging with or annexation of East Palo Alto reappears despite the PAUSD Board Action of January 6, 1969 which would make such a move impossible without a vote of the citizens of Palo Alto:

> "MERGING WITH OTHER SCHOOL DISTRICTS
> On 1/8/69 the Palo Alto Times wrote that Palo Alto could not be merged with the Ravenswood Elementary School District for legal

> reasons. We could, however, be merged with another unified School District. The San Jose Mercury has learned that a group in East Palo Alto is exploring ways to set up a unified School District thereby combining Ravenswood High with the Elementary School District."
>
> — CEE Fact Sheet, January, 1969

This is the Palo Alto Times article to which CEE refers:

> "There is no way under present laws that an elementary school district like Ravenswood could join a unified district like Palo Alto, the San Mateo County District Attorney's office has found.
>
> ". . . there is no provision in state law for unlike districts to join. The Palo Alto Unified School District includes grades kindergarten through 12th under one administration. The Ravenswood district and Los Lomitas district include only kindergarten through eighth grade."
>
> — Palo Alto Times, January 8, 1969

Mrs. Larson, wife of the vice-president of CEE, raises the issue of merging with East Palo Alto in the following letter to the Palo Alto Times:

> "Editor of the Times:
>
> "There are occasions when the Palo Alto Times, like our school superintendent, does not give all the facts of what is going on behind the scenes in our community. The article, 'No law found for school merger' (Times, January 8, 1969) stated that Ravenswood School District could not merge with Palo Alto's district because we are unified and they are not.
>
> "However, two new articles have come out in the San Jose Mercury (Nov. 15 and Dec. 5, 1968) stating that Mrs. Wilks and Mr. Organ are working to create a unified school district in East Palo Alto by combining Ravenswood High School with the Ravenswood Elementary School District. The article also said the (sic) Mr. Organ wants to reorganize present boundary lines of the Ravenswood District to include only the area east of Bayshore.
>
> "Of course, Superintendent Santee may have eliminated the need to merge districts through use of the consortium, which he set up with the Ravenswood district. Why didn't the Times reporter mention the discussion about the consortium at the January 6 School Board meeting? Superintendent Santee was unable or unwilling to present all the facts about it, especially the proposed source of the funds.
>
> Mrs. D. G. Larson
> 2459 Greer Road
> Palo Alto
>
> "(The discussion between Delbert G. Larson and Dr. Santee on the consortium matter was very brief and produced no new concrete

developments. The viewpoints of the school administration and its critics on this subject were reported in detail previously, and will be again if something new develops. . . The Editor)"

— Palo Alto Times, January 18, 1969

Mrs. Larson's letter is a transparent attempt to mislead the public. On January 6, 1969, the Board made its position on merging very clear (see page 38). Since that date CEE has made two public statements with all sorts of "proof" that the district is, by very devious methods, working toward a merger with East Palo Alto. CEE ignores all District and Board statements, and presents its case as if these statements had never been made.

Again CEE brings up the consortium issue at the November 3, 1969 Board meeting. The following are Mr. Delbert Larson's and Dr. Santee's comments:

Mr. Larson, CEE spokesman:

> "The Superintendent and this Board are well aware, I believe, of the concern in this community regarding the multicultural program. It takes many forms and one known concern which was the subject of our petition last Winter and has involved Board discussion and has been the subject of many letters was the possibility that local control of the program would be lost to federal or quasi-federal funding obtained through a consortium. I thought my concern on this matter had been laid to rest in April when Dr. Oliver wrote to me indicating that Mr. Walton was the man to have worked out the details and since he had resigned Dr. Santee was right in saying that as of this time the consortium does not exist. So far as I was concerned there the matter lay and no further mention of it was made until it was revived this Fall, not by me, but by the administration.
>
> "If the consortium does not exist, why was a discussion of it listed as suggested matter for the Master Calendar? If Superintendent Santee contends this is some other consortium simply to work with people outside of our district on a problem solving basis, he could settle the matter permanently tonight with a statement, for the record, that this district does not now and will not in the future, participate in any group organized to solicit or to bring outside funding into the district in connection with the multicultural activities program."

Dr. Santee:

> "The consortium was placed on the Master Calendar by Mr. Cutler in order that we could ensure everyone's understanding that there is no consortium; a consortium does not exist. It continually is referred to by some individuals in the community as though there is something, somewhere, that just isn't visible but is going on. There is no consortium."

Mr. Larson:
"And there is no intention to request federal funding now or in the future?"

Dr. Santee:
"I'm not going to make a statement that there is no intention but I cannot, at the same time, say that if the federal government were to provide funds that would augment the efforts of this school district that I would not bring it to the Board for their consideration."

Mr. Larson:
"Well, we've made a step in the right direction."

Dr. Santee:
"Well, I hope so!"

Mr. Larson:
"Next, Superintendent Santee takes great pleasure in attempting to point out that the CEE should support a multicultural program if there is no consortium, nor any federal funding. Believe me, the CEE continues to have misgivings about this particular multicultural program, which appears to have culture involved only in its title."

— PAUSD School Board minutes,
November 3, 1969

The rest of Mr. Larson's remarks appear in the appendix.

The District abandoned the consortium idea after Mr. Walton's resignation. At this point one must ask whether the CEE's repeated linking the consortium with busing, annexation, and outside funding (i.e. outside control) did not create so many doubts in the minds of the public that the District felt pressured to drop the plan.

BUDGET

The following is Dr. Santee's Aug. 4, 1969, statement quoted in its entirety concerning charges by the Citizens for Excellence in Education that "the Palo Alto Unified School District Board appears to have abdicated complete authority in all matters of the budget to the school administration." (See appendix for complete text of statement made by Mr. Delbert Larson in behalf of the Citizens for Excellence in Education at the July 14, 1969 PAUSD Board meeting.)

"The operating budget as presented tonight reflects the latest instructions from the Board of Education and includes the most current income figures and estimates. It requires an operating tax rate of $100 of assessed valuation and when combined with all special and permissive taxes, a total school tax rate of $6.253 is established. This is $.062 below the $6.315 approved by the Board on July 21, 1969.

"The reduction from the $5.35 tax rate to $5.258 has been achieved by reducing or eliminating items amounting to $186,710, and by reducing the amount originally allocated to reserves. Our Business Manager's enclosures and his presentation later this evening will clarify this further.

"During the past few weeks of budget discussion, you and I have been criticized in a variety of ways by some members of the community.

"I believe it is time for us to recognize and identify the fact that we have in Palo Alto an organized group of individuals whose intent it is to change the character of the educational program that has been developed in Palo Alto over a long period of time. This program is a result of continuing and careful study by the professional staff, the Board of Education and citizen committees appointed to study aspects of the total program. To the best of my knowledge, this organization came into existence after my May 20, 1968 proposal to the Board concerning multicultural education and while it first appeared to be concerned with the multicultural educational program, it has since broadened its scope to education in general. Its leaders appear at every Board meeting, frequently with misinformation, and because their remarks receive disproportionate coverage in the press, the great majority of individuals in our community tend to accept their statements as fact.

"Now, let me pause at this point to indicate that we have made mistakes. I, and members of my staff are not infallible. We do not wish to appear to be other than human as we go about our respective responsibilities. We do, however, as professional educators, believe we have a right to objective criticism. Further, we expect the Board of Education to assist us in defending an educational program that has received national recognition. We are an outstanding school district. Additionally, real estate values and the desirability of Palo Alto as a residential community are directly related to the quality of its schools.

"There are many illustrations of the inaccuracies of statements of individuals representing themselves and/or organizations. In order to illustrate, I will cite Mr. Larson's remarks at a recent Board meeting, wherein he was critical of financial commitments made by the Superintendent prior to Board approval. I believe he indicated that I had committed 79% of the budget prior to talking with the Board. What Mr. Larson apparently does not know is that I did not, in fact, commit any part of the budget without the Board's consent. The Board and the school district were already committed to a major portion of the budget.

"In the spring of 1968, after several meetings with the Negotiating Council, the Board adopted a salary schedule for all teachers and a ratio system for nearly all administrators, all consultants, coordinators, and other professional staff members. The Board also committed itself to a cost-of-living increase to be applied to the 1968-69 salaries for 1969-70. Increases in rates of pay were established at that time for the 1969-70 school year.

"Another item Mr. Larson did not mention is that every school district in the state of California is required by law to notify its employees if it does not intend to employ them for the following fiscal year. These dates vary according to status, but they occur in March and April. All employees not notified of dismissal are, by state law, automatically employed for the ensuing year. When we combine state law with the Board's action approximately fourteen months ago, we find that I did not, as Mr. Larson suggested, commit 79% of this budget on my own, but did, in fact, follow precisely the regulations imposed by the state of California and the Board of Education of this school district.

"Another illustration has to do with the cost of the Lucille Nixon School and the so-called "bungling" of this school district's building program. This time, Mr. Harold Klein, president of Citizens' for Excellence in Education (CEE) wrote a letter to Dr. Royce Cole, dated June 30, 1969, in which he cited some research he had done that indicated the cost of the Lucille Nixon School was excessive. I have for your perusal an analysis of the cost of this school and comparisons with the State Building Aid Program. (See Attachment.)

"Mr. Klein's information appears to be quite inaccurate.

"Before we leave the building program, several important points should be recalled:

1. This was projected as a five-year building program. Financial approval was given by the voters in October 1967. Our commitment was to plan construction in such a way that bonds could be sold and projects paid for, in amounts that would not require a tax rate of more than 65¢. Completion of all projects could then be anticipated in the fall of 1972.

2. In the twenty-two months since the school district was authorized to proceed with construction; the following projects have been completed or are under way:

   El Carmelo Elementary School (completed)
   Addison Elementary School
   Crescent Park Elementary School
   Fremont Hills Elementary School (completed)
   Green Gables Elementary School
   Walter Hays Elementary School
   Lucille Nixon Elementary School
   Ohlones Elementary School
   Cubberley Senior High School
   Palo Alto Senior High School (repair completed)

Preliminary and/or master planning has also been accomplished in the *following locations:*

Barron Park Elementary School
Loma Vista Elementary School
Palo Verde Elementary School
Ventura Elementary School
Terman Junior High School
Gunn Senior High School

3. Constrictions placed upon the Administration and the Board of Education by the community include:
    a. Operation of Palo Alto High School while remodeling and new construction is carried out.
    b. Total replanning of the Lucille Nixon Elementary School.
    c. Self-appointed committees made up of interested parents at most schools where projects were anticipated were formed in addition to a school district appointed building construction advisory committee.

"It has been necessary for this Administration to meet with each of these committees in order that agreement could be reached and plans proceed.

"With specific reference to Palo Alto High School, please note that after the Bond Authorization in October, 1967, a complete reversal of plans was required. A change from a totally new school to a partially remodeled and partially new school was necessary. Preliminary plans for the totally new school were complete and if we could have proceeded, we would have occupied the new school perhaps in September 1969. The voters decision in 1967 required six months of study by engineers and architects to determine what portions of the old structure could be salvaged. It was then necessary for the architect to develop preliminary plans, gain approval, and proceed with the working drawings. Under normal circumstances, this would require, in total, approximately two years. The additional requirement of holding school on the site during construction has placed additional problems upon the architect and, of course, will delay final completion, as construction must be done in stages.

"Under these circumstances, the fact that any satisfactory solution could have been reached within the financial capabilities of this school district is, in itself, an achievement. In addition, it should be noted that the rehabilitation and structural strengthening of the two-storied building, the boys' gymnasium, and the auditorium, is accomplished; the girls' gymnasium is under construction; and we are moving forward rapidly on the final plans for the remaining new construction.

"There is one other matter I feel compelled to speak to you about tonight. It has to do with the delegation of my time, in order that I can function as the educational leader in this school district. In the past year or so, I have found it increasingly difficult to find the time to adequately relate to my school staff and our students. There are several reasons for this, but two are particularly important for me to mention.

"First, there is an unwillingness on the part of many individuals to consult with teachers, principals, and central office staff about problems in the schools. It is not possible for me to devote sufficient time to consult on all these matters. I have found myself scheduled almost continuously in my office with no opportunity to visit schools, to talk with staff, or to exert the kind of leadership central to my position. I am extremely anxious to maintain and enhance the academic portions of our school program. I want also to be sure we offer a broad education, including the arts, vocationally oriented programs and other opportunities for students to pursue their special interests and talents. To pursue these and other objectives, I must guard my time carefully.

"I hope future Board meetings will afford opportunities for me and members of my staff to bring informative reports to the Board about the school program including our successes and our problems.

"Second, during the past year, my office has been subjected to what can only be termed harrassment. Sometimes forty or fifty phone calls are received in one day on one subject. Some are anonymous. Some are abusive. Non-existent or incorrect phone numbers are left for me to return.

"All this wastes time and money. More secretarial time is needed. None of us can function as effectively as we otherwise would.

"I have instructed my secretaries to be polite but firm in handling these calls, and to terminate the call when it is apparent that the caller comes under this classification.

"I believe the community will understand these matters and will cooperate in helping us to maintain our effectiveness."

— PAUSD Board Meeting, Aug. 4, 1969

The following letter from Ron D. Young, Architect, should further clarify the budget issue raised by CEE.

July 31, 1969

"Dr. Harold T. Santee, Superintendent
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306

Dear Dr. Santee:

In response to your request for information about the Lucille M. Nixon School and cost summary, please be advised I have compared the actual bid price against what the State Aid Allowance would have been on this project in two categories and they are as follows:

A. New Building Construction

$\frac{\$1,283,903}{\$1,274,739}$ 100.72%

B. General Site Development

$\frac{\$104,769}{\$101,979}$ 102.73%

As you can see we are less than 1% above tha allowable on the building costs and less than 3% above the allowable on the site development costs.

Very truly yours

RON D. YOUNG, Architect & Associates"

Ron D. Young, Architect

RDY:fc

SENSITIVITY TRAINING

The PAUSD has never had sensitivity training as defined in Dr. Santee's memo of Feb. 3, 1969, in any of its programs. Throughout the discussions of the multicultural program, the CEE made frequent references to sensitivity training in the district. These frequent references to such a controversial issue puzzled us. Many reputable people have justifiable concerns about sensitivity training. CEE seemed, in our opinion, to be attempting to discredit district programs by linking them with sensitivity training.

We will explore the resources we found the CEE used and then explore the stand of the PAUSD on sensitivity training.

Written materials called "Series on Sensitivity" were passed out to district personnel by CEE spokesman Delbert Larson at the CEE presentation to the Faculty Forum on January 13, 1969. This same SOS material was available at one of CEE's two public meetings. SOS (Series on Sensitivity) is material from a Long Beach group which is not listed in any directories of organizations or associations. We could find no information about the group at the San Jose State Library, the Stanford library or the Palo Alto city library. Mr. Cleon Skousen was quoted extensively in this material. One source asserts that Mr. Skousen is an "ally" of the John Birch Society:

> "The American Opinion Speakers Bureau was started in 1962 and now offers Birch Society speakers such as Rousselot, Tom Anderson, Revilo Oliver, Reed Benson, and allies on the Far Right such as Harold Lord Varney, Willis Stone of the Liberty Amendment Committee, W. Cleon Skousen and George Schuyler, the conservative Negro newspaper columnist, and former Sheriff Jim Clark of Selma, Alabama."
>
> — Epstein and Forster, The Radical Right, p. 213

The same SOS material was for sale at the American Opinion Bookstore in San Jose and was purchased at that store by Barbara Leichter.

At the February 3, 1969 PAUSD Board meeting, Mr. Larson, spokesman for the CEE, spoke on sensitivity training. Several sections of the talk are very similar to SOS material. Mr. Larson's remarks (taken from a tape of the February 3rd meeting and available to any member of the public who wishes to listen to it at the board office) are quoted in the left column below. Similar SOS material is quoted in the right-hand column.

Mr. Larson:	From SOS Material
"I think it's perhaps as important to introduce some of this into the record because certainly sensitivity training programs do incorporate the use of criticism. They undermine authority and encourage permissiveness. These programs downgrade rather than uplift the individual and they dwell on the negative instead of the positive. They discourage individual responsibility and promote fellowship instead of leadership.	"After reading this material we hope you will share our concern with the fact that these SENSITIVITY TRAINING programs incorporate the use of SELF-CRITICISM, discourage individual responsibility, undermine authority and encourage permissiveness. The programs downgrade, rather than uplift, the individual and dwell on the negative, instead of the positive. In spite of the claimed goals of SENSITIVITY TRAINING, which are leadership, love, trust and openness of communication, these programs have been proven to cause distrust and the breakdown of communication between participants and to promote 'fellowship' instead of leadership.
"Undoubtedly most people presenting or participating in such programs are convinced that they serve a needed and worthwhile purpose in helping individuals to adjust to society's problems. However, many specialists in the field of psychiatry recognize criticism to be an integral part of the brainwashing technique used so destructively on our military men in Korea and today being used on captured American service men in Vietnam.	"Undoubtedly, most people presenting or participating in such programs are convinced that they serve a needed and worthwhile purpose in helping to adjust to society's problems. However, many specialists in the field of psychiatry recognize SELF-CRITICISM to be an integral part of the brainwashing technique used so destructively by the Chinese Communists on our military men in Korea and even now being used by the Viet Cong on captured American servicemen.
"It should be recognized that the purpose of sensitivity training is focused in the opposite direction from group therapy, and I would think that the lady's discussion of her encounter group might properly be in the form of group therapy, for group therapy takes a person	"It should be clearly understood that group-criticism is not the same as group therapy. The latter takes a person with an acute problem such as drugs, alcohol or some other problem and utilizes the strength of group interaction to help the individual to rise above his weakness.

Mr. Larson (continued)	From SOS Material (continued)
with an acute problem, such as alcohol, drugs, or a criminal-prone personality, and utilizes the strength of the group, the group interaction, to fortify the individual seeking to rise above his problems, to find definitely a positive program.	
Sensitivity training, on the other hand, focuses the scrutiny of the group on the personal convictions established by an individual and seeks to undermine them if possible, definitely a negative program. To put it a little differently, group therapy emphasizes strengthening convictions and attitudes. Sensitivity training is an attempt to manipulate, alter, or destroy attitudes. At the base of this sensitivity training technique is an ideological war against the entire warp and woof of American Society.	"Group criticism, on the other hand, focuses the scrutiny of the group on the personal convictions of the individual and seeks to undermine them if possible.
Our concern stems largely from the fact that sensitivity training techniques can be incorporated into almost any class of instruction. Teachers trained in their procedures often use them in the classroom without the knowledge or the consent of principals or other school officials and needless to say I have a great deal of material here that I could go on all night reading about sensitivity training. It isn't a new light. Sensitivity training does exist in the manner in which Dr. Santee described it, as not being preferable to exist in Palo Alto and many other places in the Bay Area."	"Since Sensitivity Training techniques can be incorporated into almost any class of instruction, teachers trained in these procedures often use them in the classroom without the knowledge or consent of principals or other school officials."
— D. G. Larson, PAUSD Board Meeting February 8, 1969	— Series on Sensitivity

Mr. Larson, as CEE spokesman, continued his presentation to the Feb. 3, 1969 Board meeting with a letter, "To whom it May Concern" by Dr. Michael Singer of Los Angeles. Parts of the same letter are also quoted in the Birch pamphlet "Hate Therapy, Sensitivity Training for Planned Change" by Gary Allen.

Mr. Larson continues:

> "I would just like to quote from one letter, a letter 'To Whom it May Concern' by Dr. Michael J. Singer, a Long Beach psychiatrist who has this to say of T-Group or sensitivity training group sessions:
>
> > 'They should be conducted by a group leader who is either a physician, preferably a psychiatrist, or a doctor of clinical psychology licensed to do psychotherapy, or a psychiatric social worker, licensed by the state, or a person with a master's degree in psychology, licensed by the state for psychotherapy work. Any other individual assuming the role of group leader is not fully trained or qualified to handle the problems that might arise if there were emotionally disturbed youngsters in a group "airing their feelings and problems." There is a danger of serious psychological damage rather than benefit from this type of group-therapy meetings, particularly if an emotionally disturbed person in this group is not being treated by a fully qualified and trained psychotherapist.' "
>
> — Mr. Delbert Larson Remarks
> PAUSD School Board Meeting
> February 3, 1969

Mr. Larson concluded his presentation to the Board with these remarks concerning Sidney Walton:

> "It might be observed that this community and its students have been for the past few months, in my opinion, subjected to a large scale experiment in the criticism aspects of sensitivity training. A non-professional change agent, Mr. Walton has repeatedly attempted to cause us as members of the white community to demean ourselves by declaring publicly that we are white racists. I'm sure this approach by Mr. Walton, perhaps more than any other, accounts for the reaction of the community to his very negative, unacceptable approach to the multicultural education. His expressed intention to employ sensitivity training in the implementation of the multicultural program is a matter of serious concern to the Citizens for Excellence in Education and I hope it will be taken into account by the board."
>
> — Mr. Delbert Larson Remarks
> PAUSD School Board Meeting
> February 3, 1969

We found frequent use of the unfamiliar expression "change agent" in connection with sensitivity training in the SOS material:

> "*Origin, Extent and Purpose*. Behavioral scientists and educators, by merging science and democracy, have developed a *planned change** potential for the total personality system and the total *social system.* One of the methods in widespread use is SENSITIVITY TRAINING. This program was developed in 1946 at the National Training Laboratory. In 1952, the Lab became an official arm of the National Education Association (NEA). The National Training Lab and its affiliates across the nation recruit for training those who were *already leaders*,* those who are in a position to *encourage change** in their back-home organizations or communities. Upon completion of training, these persons may become "CHANGE AGENTS," who persuade persons or organizations to put into practice new ideas or behavior patterns not naturally developed. Some might work for constructive purposes, for increasing production or efficiency in management; however, many attempts to bring about social change in political, moral and religious values when working in churches, universities, schools, volunteer organizations, youth groups, etc."
>
> — *Series on Sensitivity*
> (material available at CEE meeting)

From an article by the aforementioned Gary Allen, a writer for Birch publications:

> "The interest of the behavioral scientist at the National Training Laboratories lay in promoting 'human change.' In 1956, N.T.L. began holding workshops for industrial administrators and national church executives, and in 1958 it sponsored its first laboratory for educational administrators, and key executives of volunteer service organizations. The workshops have continued to train leaders to carry the gospel of Sensitivity Training back to their organizations where they act as 'change agents.' "
>
> — *Hate Therapy, Sensitivity Training for Planned Change*
> American Opinion Magazine, Jan. 1968
> Reprint, p. 78

The following is a review of the district position on sensitivity training. The CEE used as a basis for its allegations of sensitivity training in the PAUSD a statement by Mr. Sidney Walton at Asilomar. The first reference appears in the January, 1969 "Fact Sheet."

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*emphasis ours

> "A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that,' Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs, and vocational education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups).' "
>
> — CEE Fact Sheet, January, 1969

Mr. Walton made a suggestion about encounter groups (not sensitivity training groups as CEE labelled them). It was a suggestion. Dr. Santee and the Board had made it very clear that they are not interested in having any such activity as part of the school program.

> "Mr. Larson expressed his opposition to such things as: sensitivity training, encounter group specialists, and any association between 'your administration and such activities being brought into Palo Alto.'
>
> "Dr. Santee stated that he, too, was against sensitivity training as a school district program."
>
> — PAUSD School Board Minutes,
> January 6, 1969, p. 14

In the CEE Faculty Forum presentation on January 13, 1969 CEE again accuses the district of the use of sensitivity training:

> "At the January 6, 1969 Board meeting, Superintendent Santee publicly stated his opposition to Sensitivity Training, yet we are told (1) that a faculty 'Encounter Group' (another name for sensitivity training) exists at Palo Alto High School, (2) that there is enough student interest to form at least three such groups; (3) that Sensitivity Training is part of the school's existing activities in beginning training of guidance personnel."
>
> — CEE Faculty Forum Presentation
> January 13, 1969

We talked to Dr. Gelatt in the District Guidance Department about charges that "Sensitivity Training is part of the existing activities in beginning training of guidance personnel." We learned that:

> Group guidance and group counseling has been for years an integral part of the guidance activities.

> The department is not in favor of and will not sponsor groups which are without boundaries or which require participants to "give up everything they believe" or which "strip individuals of all their differences" or which encourage or permit behavior that is immoral or inappropriate to a public institution such as a school.
>
> Guidance staff are now being educated in the history, development, research, dangers, and values of these groups.

In an effort to "prove" their charges, CEE would pin an erroneous label, the scare-word "sensitivity training," on guidance activities which are commonly used in today's schools.

CEE continues their sensitivity training charges in the "Fact Sheet" distributed late in January of 1969:

> "SENSITIVITY TRAINING:
>
> Superintendent Santee stated at the 1/6/69 School Board Meeting that he was opposed to Sensitivity Training. Just three days later on 1/9/69 the following information appeared in the Palo Alto High School's publication, Student Body Review. 'Paly may have encounter groups. (Another name for Sensitivity Training.) The faculty has started one. Both psychologist Fred Chapman and English teacher Mrs. Dorothea Hamilton have expressed interest in these experiences.' Obviously, Superintendent Santee cannot be depended on to see that the policies he espouses are known to and carried out by his own personnel."
>
> — CEE Fact Sheet, January, 1969

We talked to school personnel. Any faculty encounter group that may be taking place is after school hours and is not part of school activities. There is no student encounter or sensitivity group connected with Palo Alto High School. Some Palo Alto students may be involved in encounter or sensitivity groups with the Mid-Peninsula Free University, parent and professional groups. These groups are not sponsored or supervised by the School District. The District has no control over the outside activities of students, faculty or other members of the staff.

Dr. Santee's statement to the School Board of February 3, 1969, we felt, should settle once and for all the question of sensitivity training being part of the PAUSD program:

> "Dr. Santee read his statement to the Board of Education, dated February 3, 1969, with reference to the concerns expressed about

> sensitivity training and encounter groups. Dr. Santee said that if sensitivity training and encounter groups are defined as activities without boundaries, which require participants to give up what they believe in, which lower or eliminate the defenses of an individual, or which encourage or permit behavior that is immoral or inappropriate in a public school setting, then such activities do not exist in the PAUSD. He reminded the Board that the administration has followed the direction of the Board of Education and the community in recognizing that today's education must be broad and go beyond learning the basic skills and knowledge. Learning to apply knowledge, to think for oneself and to learn how to live and work with other people, Dr. Santee said, are essential ingredients in an individual's education. He said that in accomplishing these goals, teachers use a variety of ways and that the guidance and counseling staff contribute to the total effect by individual and group counseling. He concluded his statement by assuring the Board and the citizens of the school district that sensitivity training and group encounters, as defined earlier in his written statement, do not and should not exist as a part of the PAUSD program. In answer to Dr. Oliver's question, Dr. Santee said that he had discovered no program in the school district that would have a damaging effect upon students. He said that references made by some members of the public were based upon misunderstandings and, in one case, had mis-named the individual supposedly involved."
>
> — PAUSD School Board Minutes
> February 3, 1969, p. 8

In the April 1969 CEE bulletin, however, we find another CEE charge that classes in sensitivity training are being offered at Gunn High School and De Anza Elementary School:

> "SENSITIVITY TRAINING:
>
> In December, an experimental studies program called "Extension" was undertaken at Gunn High School. Included in the subjects offered was Sensitivity Training. According to an article in the Palo Alto Times, 12/19/68, 'The sensitivity sessions attracted many on both Wednesdays. Students were encouraged to express their deepest feelings about a topic being discussed. The atmosphere was casual, the exercises simple, and yet the experience was tense and revealing. Eric Uddenberg reported that psychological karate also revealed a new sense of self.' "
>
> "At De Anza Elementary school, it appears that Mr. Spencer is continuing to employ the techniques of sensitivity training in his 5th grade class, while refusing the request of some of the children for more instruction in math and other 'academic' studies. At least two concerned parents have removed their child from this class to prevent

> further exposure to this type of 'training.' Miss Shepard, also of De Anza, is using the 'magic circle' group criticism technique in her 3rd grade class. One little girl became so emotionally upset from this that her parents sought medical aid for her. Superintendent Santee has publicly opposed the use of sensitivity training in our schools, yet its use continues. This sort of 'progressive experimentation' with our children must stop. It is time the school board established a firm disciplinary policy which the Administration is required to enforce when the directive against the use of sensitivity training continues to be ignored."
>
> — CEE Bulletin, April, 1969

We obtained the following information from the staff at Gunn High School. There was a school-sponsored "extension" or "mini" course. Attendance was voluntary. Sessions were for a half an hour a day. The course dealt with a variety of subjects such as mountain climbing, auto painting, a talk by Police Chief Hydie. District guidance personnel also conducted a two-day course in what sensitivity training means. It was geared to explaining the harmful and positive effects of sensitivity training. No sensitivity training was practiced.

We talked to Mr. Eugene Johnson, Principal of De Anza, about the CEE charges of sensitivity training occurring at that school. The incident in Mr. Spencer's class was related to a class in creative writing in which the children took turns leading each other around the playground blindfolded, touching grass, playground equipment, etc. (not each other) and returning to the class to write about the experience of using senses other than sight. The incident in Miss Shepard's room was the result of a child misbehaving on the playground and the teacher holding a classroom discussion about this sort of behavior. Unfortunately, the discussion got out of hand and the class concentrated on the one child's disregard of rules rather than on a discussion of disruptive behavior in general as the teacher intended. The children were sitting in a circle throughout this discussion. District personnel — Dr. Stevens and Dr. Lyman — investigated the charges at Mr. Johnson's request and found no relation to sensitivity training as defined in Dr. Santee's memorandum to the Board on February 3, 1969. CEE made this charge without consulting De Anza school personnel.

OPPOSITION TO CHANGE

It appears that the CEE is opposed to any innovative educational measures. Over and over again in referring to the District and in particular to Dr. Santee, CEE uses such phrases as:

"Santee's educational experiences vs. academic excellence"
CEE presentation to the Faculty Forum
January 13, 1969

(district emphasis on) "humanistic values"
CEE Bulletin
September 1969

"classroom experimentation of Superintendent Santee"
CEE presentation to the Faculty Forum
January 13, 1969

"permissive policies of the district" vs. "basic academic education"
CEE April Bulletin

(our schools becoming) "laboratories for social experimentation"
CEE April Bulletin

The repeated emphasis on such words as "experimentation" and "experience" would lead one to believe our District has a very poor record of academic excellence. The following facts demonstrate that the academic excellence of our students has increased since the arrival of Dr. Santee.

Between 1961-62 and 1967-68 the number of merit scholarships awarded to district students rose from 8 to 27 per year.

25% of the PAUSD students from the class of '61 enrolled at Stanford maintained grade averages of A and B. In the class of '66 the percentage was 50%. At U.C. Berkeley, the equivalent figures are 18% and 52%.

PAUSD students of the 10th grade rate first in the San Francisco Bay Area in state-wide reading achievement tests.

Systems developed in the PAUSD were used as a model by the Armed Forces for developing a computer-assisted teaching program in Japan.

Visitors to the district to study teaching methods rose from 679 in 1965-66 to 1519 in 1967-68; many were referred to the district by the U.S. State Department.

In the 1969 St. Mary's Mathematics Contest in which forty junior high schools in California participated, out of a list of 46 winners 33 were from Palo Alto Junior High Schools.

The CEE suspicion of anything new in education is revealed in the CEE bulletin of September, 1969:

> "WORDS OF WISDOM
>
> "Quote taken from Dr. Bernard Oliver's speech — Asilomar Conference -- 9/68.
>
> 'Over the last decades the schools have assumed more and more of the responsibilities that once totally devolved upon the family — responsibilities for the sex education of young people, for their moral and ethical development, and so on. The schools have been justifiably critical of the home — at least of many homes — for not doing these jobs properly.'
>
> 'I hope today's problem youth, the hippies, the addicts, the scholastic and social dropouts are not the result of the school's increased efforts to instill values. Such a charge would be unfair, and yet if those problems had disappeared, if today's youth were better adjusted and more mature instead of less, I'm sure we in the schools would be claiming credit. For the extension of the school's role and the rise in juvenile problems have occurred simultaneously. But then so has the advent of T.V.' "
>
> — CEE Bulletin, September, 1969

By cutting off Dr. Oliver's speech right in the middle, CEE distorted his meaning and made it appear that Dr. Oliver was speaking for the CEE point of view. Dr. Oliver actually went on to say:

> "The very least we can do is to study critically what we are doing... to listen to the criticisms of us by our students...and then change for the better.

> "Are we teaching vital knowledge as our board policy enjoins us to do? Today's word is relevant. O.K., are we teaching relevant knowledge?
>
> "Are we doing it in an exciting or humdrum way?
>
> "Are we making the fully conscious life so exciting and learning so rewarding that no youngster would seek to escape it for a minute?
>
> "Or are we guilty of making drug-induced fantasies seem more pleasant than reality?
>
> "The greatest 'kick' in life is the ability to create that which comes from understanding. Let's make sure our kids know this and experience it."
>
> — Dr. Oliver, Asilomar Conference, 1968

A transcript of Dr. Oliver's remarks is available at the District Office.

CEE continues in their Bulletin of September, 1969:

> "FROM AWARENESS TO INVOLVEMENT
>
> "Looking back over the January 1969 Multicultural Progress Report, we find that the district has passed through the stormy 'Awareness Phase' of the M.C. Program (Phase 1: October 1968 to June 1969) and we are now moving into 'Phase II: Involvement' (July 1969-June 1970).
>
> "The plans for 'involvement' include voluntary pilot programs within the district and the Consortium, as well as development of policies, procedures and guidelines relevant to Multicultural Activities.
>
> "The Awareness Phase proved even more successful than its proponents had planned. Parents began to realize what Superintendent Santee meant by his frequent references to 'educational experience' and 'humanistic values.'
>
> "If you are still wondering — 'What is a Multicultural Program?' — you haven't been doing your homework. Read the Final Report of the MC Program put out by the Citizens' Advisory Committee, especially the Minority Report on Pages 189 and 190. (See suggested Reading List.)
>
> "In Superintendent Santee's 10/18/68 memo on the M.C. Activities, he states: 'we must swiftly bring about change in the understanding between races and the attitudes toward members of other races...' 'It is my belief we can design a curriculum which will provide the broad range of educational experiences so necessary in today's world. These will include the same high level of academic emphasis, a strong program in the arts, and the recognition of humanistic values which will result in appropriate attitudes and understandings

> being developed. . .' 'This administration is committed to constant improvement of the quality of the educational experience provided our students.' (Emphasis added.)"
>
> — CEE Bulletin, September 1969

CEE tries to frighten people with words which they believe are heavily freighted with sinister meaning. Why doesn't CEE underline phrases such as "the same high level of academic emphasis" or "understanding between races"? The term "educational experiences" as used by educators means all learning experiences — math, science, et al.

CEE continues:

> "At the school board meeting 1/20/69, Mr. Walton, then Multicultural Coordinator, stated, 'schools must begin to emphasize the humanistic values.' In the S.F. Chronicle, 8/29/69, Mr. Walton (now in Sausalito) is quoted as saying, 'I want to develop a school where children are taught to be human beings. I want to develop a generation of socially responsible humans who go one step beyond integration — that is, Humanism.' "*

Why didn't CEE underline "I want to develop a generation of socially responsible humans"? What is so sinister about humanistic values?

CEE continues:

> "In the August, 1969 issue of Cross Currents, Mr. Blow, the District's new Multicultural Director, is quoted as wanting a 'humanistic society.' * In the same article, he also stated that he thinks the schools are in the best position to accomplish an attitude and socialization change,* since the adults in this country are too caught up in materialistic survival to do the job at home. Mr. Blow is quoted in the 9/4/69 issue of the Paly High Campanile as saying, 'I'm a Humanist' "* (Emphasis added.)
>
> — CEE Bulletin, September, 1969

We read the articles in Cross Currents and The Campanile. We found that Mr. Blow had proclaimed himself a humanist — humanist with a little "h."

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*Emphasis Cee's

This point of capitalization is important in all CEE's references to terminology. Are we to think that if a Republican says he believes in democracy, he is really a Democrat?

CEE continues:

> "HUMANISM:
>
> What is Humanism? In a fact sheet from the San Francisco Humanist Association, it is stated, 'The American Humanist Association is not primarily a social action organization; however, the humanist desire for the full development of each human being often requires involvement in social reform.'
>
> "'The AHA Division of Humanist Involvement provides a structure through which humanist concern can be translated into meaningful activity. The Division is involved in education, separation of church and state, human population control, conservation, and other aspects of society' (Emphasis added). Their recent activities have evolved around abortion law reform and counseling of 'draft dodgers.'
>
> "Among the well-known Humanists who are listed on the AHA Fact Sheet are: John Dewey, Dr. Benjamin Spock,* Abraham Maslow, Erich Fromm, Carl Rogers, Julian Huxley and Brock Chisholm.
>
> "The use of sensitivity training and encounter groups is well-known to the Humanists. In copies of the Humanist Newsletter from San Jose for the past five months, they offered programs in experimental encounter and 'Sensitivity and Awareness.' The AHA Fact Sheet mentions that their service programs include encounter groups.
>
> "Humanists deny the existence of God as a universal deity, believing instead that man alone is the ultimate being and authority. People who believe in Humanism have a right to their opinions. However, since Humanism* is legally* classified as a religion,* it is presumably illegal to advocate its philosophy in tax-supported, public schools or to indoctrinate public school students in subject (sic) taught only from the Humanist point of view. 'Separation of church and state' is one of their above-mentioned causes. According to the Moral Guidelines for California Schools, sections 9001 and 9002 of the State Education Code prohibit the teaching of sectarian religious preferences in the public schools."
>
> — CEE Bulletin, September, 1969

Here again CEE has zeroed in on one word — humanist. The long description of the American Humanist Association and its beliefs would lead the reader to believe that Mr. Blow is a member of that organization.

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*Emphasis CEE's

In an article in the Palo Alto Times:

"Sunday Blow was asked at a public meeting if he was a member of the American Humanist Society.

"'I'm not a Humanist, a Socialist, Communist, a revolutionary, O.K?' Blow answered. 'Let's settle that one. I do like to talk about the individual worth of every human being.'"

— Palo Alto Times, September 30, 1969

CEE continues:

> "An in depth report on Humanism and its current use in the public schools is presented in the 'Guidelines for Moral Instruction in California Schools.' The Guidelines are recommended reading for all parents. (See Reading List for address.) Of particular interest in the report is the 15 Point Humanist Manifesto presented on pages 37-40. The fourteenth tenet (see enclosed article on Humanism) expresses the Humanist's socialistic philosophy. In the California Un-American Activities Report for 1948 eight of the signers of the Humanist Manifesto are listed a total of 41 times as being involved with Communist Front Organizations.
>
> "The goal of the Humanists, as stated in their speeches and writings, is to form a One World Government through the United Nations. Obviously their emphasis on 'CHANGE' is an attempt to force acceptance of their negative* ideas about Nationalism* and their rejection* of basic moral values.*
>
> "A.C.L.U.
>
> "Since Corliss Lamont, a member of the American Humanist Association and a Director of the ACLU for 20 years, and other Humanist authors express their concern over the 'violation' in the United States of people's 'civil liberties,' it is appropriate to mention the following statement taken from the California Un-American Activities Report for 1948 on the Communist Front Organizations:
>
>> "'The American Civil Liberties* Union may be definitely classed as a Communist Front or "transmission belt" organization. At least 90% of its efforts are expended on behalf of Communists who came into contact with the law. While it professes to stand for free speech, a free press and free assembly, it is quite obvious that its main function is to protect Communists in their activities of force and violence in their program to overthrow the government.'
>
> "Current Un-American Activities Reports present the same picture.

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*Emphasis CEE's

"PROGRESSIVE OR REGRESSIVE:

> "John Dewey, one of the founders of 'progressive education' was one of the signers of the Humanist Manifesto. In Dr. Max Rafferty's book 'What They Are Doing to Your Children,' he states, 'When Dewey and his "instrumentalism" said there were no eternal truths, he was saying no particular subject matter was vital to the educated man. . .' 'When the progressive educationalists asked the rhetorical question,' "Dare the schools build a new social order?" The order they were talking about was always some sort of state socialism.' "
>
> — CEE Bulletin, September, 1969

An article, "Today's Education," appearing in the NEA Journal, reviewed ideas from over 400 books to present a speculative view of the future of education. CEE presents the material as reality with appropriate distortion, neglecting to note the speculative nature of the article.

> "According to an article in the National Education Association (NEA) Journal 'Today's Education,' January 1969, we can look forward to the following 'progressive innovations' in the 1970's.
>
> 'Learning experiences' will vie strongly with the utilitarian and academic dimensions of education.
>
> 'New drama will play on the educational stage as drugs are introduced experimentally — (and) — children become the objects of (such) experimentation.'
>
> 'Mandatory foster homes will be introduced for children between the ages of 2 and 3 whose home environment is felt malignant.' "
>
> — CEE Bulletin, September, 1969

This is what we found in the same NEA article about "mandatory foster homes."

> "Enrichment of the school environment in the seventies — especially in the ghetto — to 'create' what we now measure as intelligence by improving input also will become more accepted. Few are likely to make an issue of efforts to improve educational opportunities for the deprived child.
>
> "However, there could be a tinderbox quality to the introduction of mandatory foster homes and 'boarding schools' for children between the ages of two and three whose home environment was felt to have a malignant influence. Decisions of the 1970's in these areas could have far-reaching social consequences. Although it is repugnant to permit a child's surroundings to harm him, there is no clear social

> precedent for removing a child from his home because it lacks the sensory input needed to build normal intelligence and, therefore, in effect condemns him to a lifetime of unskilled labor."
>
> — "Today's Education", NEA Journal, January, 1969

CEE continues:

> "Ten years hence, teachers will be more accurately termed 'learning clinicians' and the schools, 'clinics', whose purpose is to provide individualized psychosocial 'treatment' for the students.
>
> "Is this what you, the parents and taxpayers, want taught in Palo Alto's public schools to your children? If not, now is the time to back Dr. Max Rafferty, the California Supt. of Schools, in his alternative proposals which he calls 'Education in Depth'."[1]
>
> — CEE Bulletin, September, 1969

After presenting its discussion of "Education in Depth", the CEE Bulletin continues as follows:

> "Your children deserve an 'Education in Depth'. You are urged to join the CEE in its efforts to supplant the PAUSD Administration's preoccupation with 'attitudinal change' and humanistic 'educational experiences' by demanding more emphasis on basic academic subjects."
>
> — CEE Bulletin, September, 1969

Members of CEE feel that the PAUSD is preoccupied with "attitudinal change" and "humanistic educational experiences." In their efforts to prove something that they fear might be happening, they have used an article that is in no way connected with the District, distorted it and then implied that the District is using the techniques they have described in the article. CEE continues:

> "Parents: DO YOU KNOW THIS LAW? We suggest that your child put the following in his classroom notebook.
> 'Senate Bill No. 669, Article 9, Tests
> '10901. No test, questionnaire, survey or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality and religion, or any questions about his parent's or guardian's beliefs and practices in sex, family life, morality and religion, shall be administered to any pupil in Kindergarten or Grade 1 through Grade 12, inclusive, unless the parent or guardian of the pupil is notified in writing that such test, questionnaire, survey or examination is to be administered and the parent or guardian of the pupil gives

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[1] See Appendix

> written permission for the pupil to take such test, questionnaire, survey or examination.' "
>
> — CEE Bulletin, September, 1969

This law has been followed by the PAUSD. CEE, in mentioning such a law, implies that the District does not obey it. The following is PAUSD Board policy 4010.22:

> "No individual or group psychological or sociometric test nor any test not directly concerned with measuring pupil ability or pupil achievement in the educational program shall be administered by or with the knowledge of any employee of this district without first advising the parents or guardians of the children concerned and obtaining their consent. Failure of the parents or guardians to object, having been given the opportunity to inspect the test or equivalent sample items shall be deemed consent."
>
> — Policies of the Board of Education and Administrative Regulations of the Palo Alto Unified School District

DEMOCRACY

At a Palo Alto Unified School District Board meeting, the CEE read a letter they had sent to the State Board of Education protesting the adoption of the Guidelines for the Education of Responsible Citizens. Many of the points made in this letter are very similar to points made in a speech by the John Birch Society Founder, Robert Welch. Welch's speech is printed in the American Opinion Magazine, the official publication of the John Birch Society.

CEE presentation to PAUSD School Board, Jan. 5, 1970 By Mr. Delbert Larson	Speech by Robert Welch, Founder of the John Birch Society, printed in American Opinion Magazine, a Birch publication, October, 1961
"On behalf of the members of the Palo Alto Citizens for Excellence in Education, Inc., we are writing to express the opposition of our organization to the adoption by the State Board of Education of the 'Guidelines for the Education of Responsible Citizens in The Schools of Calif.' written by Reverend D. Moomaw and his committee.	
"We have read the document and would like to point out that although Rev. Moomaw's committee quotes from the Declaration of Independence and the Constitution of the United States, they continually refer to our 'democratic society' while not once mentioning that our country is a REPUBLIC and was carefully established as such by our Founding Fathers.	"Madison and Hamilton and Jay and their compatriots of the Convention prepared and adopted a Constitution in which they nowhere even mentioned the word democracy, not because they were not familiar with such a form of government, but because they were. The word democracy had not occured in the Declaration of Independence, and does not appear in the constitution of a single one of our fifty states-- which constitutions are derived mainly from the thinking of the Founding Fathers of the Republic-- for the same reason.
"The word democracy does not appear in the Constitution, the Declaration of Independence or in the constitution of any of the fifty states, yet it is used freely in the guidelines along with the term — 'community.'	

"The meaning of the term 'Republic' was well understood by our Founding Fathers and they laid out an elaborate system of checks and balances to solidify the rule not of men but of laws. All these steps were taken deliberately to avoid and prevent a Democracy in the U.S. Democracies have a history of becoming welfare states and are prone to wars which consume them.

"An excellent definition of democracy appeared in the 1928 U.S. Army Training Manual. It reads as follows: 'Democracy is "a government of the masses. Authority derived through mass meeting or any form of 'direct' expression. Results in mobocracy. Attitude toward property is communistic--negating property rights. Attitude toward law is that the will of the majority shall regulate, whether it be based upon deliberation or govern by passion, prejudice, and impulse, without restraint or regard for consequences. Results in demogogisms, license, agitation, discontent, anarchy."'

"The Moomaw Guidelines appear to promote the idea of participatory democracy as advocated by the New Left anarchists in our society today.

"It is very evident, to those who read extensively, that there are very active individuals and groups operating in our state and country today, who would like to utilize our public schools in their effort to 'CHANGE' our Republic into a Socialistic Democracy. This being a key step in their ultimate goal of a One World government. All of their publications emphasize 'Community,' (Community action, community control, communes, etc. and one Humanist Group operating in this area and throughout California calls itself 'the Community.') So seeing this term used nine times in the guidelines does not seem entirely accidental.

"Look at all the elaborate system of checks and balances which they established; at the carefully worked-out protective clauses of the Constitution itself, and especially of the first ten amendments known as the Bill of Rights; at the effort, as Jefferson put it, to "bind men down from mischief by the chains of the Constitution,' and thus to solidify the rule not of men but of laws.

"W. H. Seward pointed out that 'Democracies are prone to war, and war consumes them.

"In 1928 the U.S.Army Training Manual, used for all of our men in army uniform, gave them the following quite accurate definition of a democracy: "A government of the masses. Authority derived through mass meeting or any form of 'direct' expression. Results in mobocracy. Attitude toward property is communistic--negating property rights. Attitude toward law is that the will of the majority shall regulate, whether it be based upon deliberation or governed by passion, prejudice, and impulse, without restraint or regard to consequences. Results in demogogism, license, agitation, discontent, anarchy."

"We challenge the statement on page 2 that the public schools must teach the fundamental constitutional affirmations of 'human and civil rights.' It is the United Nations and the Humanists who are pushing for the teaching of human rights -- from their viewpoint, of course -- in the schools, and they have no jurisdiction over our government or its institutions including the public schools.

"As for civil rights, the Moomaw Committee must know that the Declaration of Independence clearly states that man has certain 'unalienable rights' which do not derive from the government at all, therefore they are not 'civil', and cannot be given or taken away by a government or abrogated by the vote of the majority of the people (as in a Democracy). The schools should teach the children, and perhaps some of the adults who seem to have forgotten, that man's unalienable rights are guaranteed by permanent and lasting laws of nature based on the decalogue. Under a republican form of government, the leaders and the followers are subject to the same laws.

"Perhaps it is not 'morality guidelines' that we need, but 'truth in packaging' laws for educators to eliminate their semantic doubletalk about what is REALLY going on in education today. As members of the State Board of Education, you hold the future of our great Republic in your hands through determining what our country's greatest asset--its youth--will be taught. Will it be a Republic or a Democracy--free enterprise or socialism? It is in your hands.

Sincerely, Delbert Larson
Vice President, CEE"

— PAUSD School Board Meeting, January 5, 1970

"Then both of these basic theories of government, the eastern and the western, were really amended for all time by certain principles enunciated in the American Declaration of Independence. Those principles became a part of the very foundation of our republic. And they said that man has certain unalienable rights which do not derive from government at all. Under this theory not only the Sovereign Conqueror but the Sovereign People, are restricted in their power and authority by man's natural rights, or by the divine rights of the individual man. And those certain unalienable and divine rights cannot be abrogated by the vote of a majority any more than they can by the decree of a conqueror....Just as the early Greeks learned to try to have their rulers and themselves abide by the laws they had themselves established, so man has now been painfully learning that there are more permanent and lasting laws which cannot be changed by either sovereign kings or sovereign people, but which must be observed by both."

— Reprint, Republics and Democracies by Robert Welch, October, 1961, p. 20, 22, 27, 33.

The "Moral Guidelines" referred to in the CEE letter were drawn up by a committee appointed by Howard Day, President, California State Board of Education. Reverend Moomaw is Governor Reagan's personal minister.

CHRONOLOGICAL LIST OF MATERIALS PRESENTED BY CEE AND CEE SPOKESMEN INCLUDED IN THIS REPORT

Open Letter to the Palo Alto School Board, Nov. 18, 1968[1]

D. G. Larson, letter to the Palo Alto Times, Nov. 28, 1968 (re: S. Walton)

Advertisement in the Palo Alto Times, Jan. 6, 1969[1]

Fellow Palo Altans (flyer), undated (sometime in January, 1969)[1]

D. G. Larson, presentation to the Faculty Forum, Jan. 13, 1969[1]

Fact Sheet, undated (about Jan. 16, 1969)[1]

Mrs. D. G. Larson, letter to the Palo Alto Times, Jan. 18, 1969 (re: Consortium)

H. Klein, letter to the Palo Alto Times, Feb. 1, 1969 (re: S. Walton)

D. G. Larson, presentation to PAUSD Board, Feb. 3, 1969 (re: Sensitivity Training)

CEE Bulletin, April, 1969[1]

D. G. Larson, presentation to PAUSD Board, April 21, 1969 (re: Transfer Students)[1]

D. G. Larson, presentation to PAUSD Board, July 14, 1969 (re: Budget)[1]

CEE Bulletin, Sept., 1969 (with attachments on Sensitivity Training and Socialist Humanism)[1]

D. G. Larson, presentation to PAUSD Board, Nov. 3, 1969 (re: Consortium)[1]

D. G. Larson, presentation to PAUSD Board, Jan. 5, 1970 (re: Moral Guidelines and Democracy)

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[1] Materials not fully reproduced in the text may be found in the Appendix. See Table of Contents for a list of these materials.

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APPENDIX

OPEN LETTER TO THE PALO ALTO SCHOOL BOARD

Open Letter to the Palo Alto School Board: November 18, 1968

It is time that this School Board answered questions repeatedly being asked in public and private meetings by responsible representatives of the community.

1) Why do you totally ignore the moral deterioration to which our children are daily exposed by the continued existence in our community of the Midpeninsula Free University?[1] Are you not even aware that at least one member of your faculty demeans the excellence of your educational system by personally contributing to this degrading activity which represents itself as an educational institution?
2) Why do you totally ignore the disruptive influences to the educational excellence of our schools exerted by the irresponsible activities of such listed subversire organizations as the Students for Democratic Society, and other student groups disrupting our schools such as the Black Student Union and the United Student Movement?
3) Why, instead, do you address your efforts to placate militant elements, totally alien to Palo Alto, with a bi-racial program calculatedly misnamed the Multicultural Project?

If there is doubt in the community about the bi-racial aspects of the so-called Multicultural Project, may I first quote from Dr. Oliver, "The ability to win the cooperation in some of the more militant areas of East Palo Alto will be strongly impaired by not having a Negro filling this position." Secondly, may I exhibit the advertisement you are currently circulating which is captioned, "PALO ALTO WANTS BLACK TEACHERS FOR MULTICULTURAL PROJECT." and, "THE OPPORTUNITY FOR BLACK TEACHERS IN PALO ALTO IS REAL." The text goes on to read, "This multicultural program is not a 'token' attempt to employ blacks, but a unique voluntary effort to bring about significant changes in curriculum and humanistic attitudes among 70,000 children and adults in the Palo Alto community." We recall the statement which your chosen Coordinator for Multicultural Activities put forward at the Asilomar Conference to the effect that, once the Multicultural Program is underway, there will be a moraturium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Is such a moratorium planned? Or, is it in force at this time? What means of judging the necessary ethnic balance will be employed? Will militant negores, or whites, be sought to provide our underprivileged children the educational experiences this school board and its administration appear to feel are so desperately needed?

Thos of us who have seen our children benefit from the educational program of this district know that ours is not, and never has been, a racist community. We've seen our children's education broadened by beneficial exposure to the many ethnic minorities existing within our community. We find it incredible when we hear Dr. Oliver quoted as saying we need this bi-racial program "To cleanse our district of any traces of racial bias or bigotry, conscious or unconscious."

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[1] Editor's note: The Palo Alto Unified School District has no connection with or control over the activities of the Mid-Peninsula Free University.

Even if we were so gullible as to agree with your chosen Coordinator of Multicultural Activities that Palo Alto is racist simply because it is predominantly white, we would have to ask you, "How is the importation of this militant negro, openly advocating a racist philosophy, supposed to benefit our children?" By similar logic, do you intend to hire an active dope peddler to alleviate the drug addiction problem on our school campuses?

Now, it is time to ask the $64 question. Is it your intention to pursue the stated objective, at Asilomar, of your chosen Coordinator of Multicultural Activities, that "What you have to do then is to adopt, annex or to absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws ----." Many of us do not share his, and, apparently, your preoccupation with the problems of San Mateo County -- at our expense and to the detriment of our children's education. Many of us do not relish having, as an administrative officer of our school district, a militant negro who unhesitatingly acknowledges his close association and warm relationship with other militant racists who are disrupting our nation's schools, coast-to-coast. For instance, Black Panther George Murray, lately associated with San Francisco State, was quoted in a Fresno speech as saying that the American flag was a "piece of toilet paper" deserving of being "flushed down the toilet." He also stated "All political power comes from the barrel of a gun." It is not a coincidence that this is a verbatim quotation from the Chinese communist doctrinnaire, "Thoughts of Mao Tse-Tung". Another friend and Black Panther, Mrs. Kathleen Cleaver, stated that society must change OR DIE. Not surprisingly, this is also a direct quotation from each of Mr. Walton's public utterances, and from his single written pamphlet "Excerpts from the book, The Black Curriculum". Sincere attempts have been made to obtain any other publications he is supposed to have written. Where are they? Why does his office not make them available? Did the Search Committee request them or is it possible they do not exist?

In this same pamphlet, he writes, "the present Afro-American Studies program was built into the framework of the white school structure as an expedient measure only. Ideally black schools, black school districts and black universities are needed." Surprisingly, we agree on something. He, and those of his militant views, should have the segregated schools he desires. But, NOT IN PALO ALTO! It would appear that you have been singularly successful in provoking serious community conflict by virtue of your inept choice of an administrator espousing such radical philosophy. What do you -- the school board and administration of the Palo Alto Unified School District -- hope this project, in general, and this man, in particular, can contribute to our school system?

Citizens for Excellence in Education

ADVERTISEMENT PUBLISHED IN PALO ALTO TIMES, JANUARY 6, 1969

A Challenge to all Palo Altans . . .
from the Citizens for Excellence in Education

Has Our School Board Told All the Facts About the So-Called Multicultural Program And Merging With East Palo Alto?

Read how this will affect you, your children, your taxes and Palo Alto's Future

Q. Do Palo Alto Schools have a program to give our children an understanding of other cultures, peoples, races, countries and religions?

A. Yes. The intercultural program, designed by our teachers for our children, has been working well for years. The Citizens for Excellence in Education support this program.

Q. Why the sudden switch from Intercultural to Multicultural?

A. Yielding to vocal, well-organized pressure groups from both Palo Alto and East Palo Alto, our School Board agreed to bypass our existing intercultural program and set up a brand-new, expensive Multicultural program.

Q. Why was Mr. Sidney Walton, a militant Black Panther Party supporter, chosen as the Multicultural Program Coordinator?

A. Dr. Bernard Oliver, President of the Palo Alto School Board, stated on August 5, 1968, "The ability to win co-operation in some of the more militant areas of East Palo Alto will be strongly impaired by not having a Negro filling this position."

Q. Did any Negro teacher from Palo Alto apply for this position?

A. Yes, a highly qualified Junior High School teacher. A petition supporting him was signed and submitted by many teachers.

Q. Why did the President of Merritt College, where Mr. Walton was previously employed, recommend that Mr. Walton be dismissed on June 28, 1968?

A. Our School Board has never bothered to inquire.

Q. Why do we question the forthrightness of our School Board and Superintendent Santee?

A. They have repeatedly failed to answer direct written and oral questions. They excuse inconsistencies in public statements relating to the so-called Multicultural Program on the grounds that a program does not yet exist. It is inconceivable, in view of the financial commitment already made, that the long term goals of the program have not been established.

Q. What is the eventual aim of the so-called Multicultural Program?

A. On September 21, 1968, at the Asilomar Conference, Mr. Walton stated, "What you have to do then is adopt, annex or absorb East Palo Alto into Palo Alto. I don't care how you do it, and I don't care about breaking laws. . ." In his audience was our School Board. Some of them have expressed similar views. On April 15, 1968, Mr. Cutler said, "Let's kick over the traces . . . and look for ways to merge with East Palo Alto." On January 6, 1969, a meeting will be held at La Entrada School to discuss ways to merge five South San Mateo County Elementary School Districts, including Ravenswood, into the Palo Alto School District.

Q. What could the existing consortium with East Palo Alto bring about?

A. Palo Alto and East Palo Alto children could be bussed back and forth every day to achieve the racial balance our School Board feels is necessary. Mr. Walton is currently pressing the School Board and Supt. Santee to hire teachers on the basis of race - even if they do not have credentials. The Job Descriptions for new community counselors for our schools have already been prepared by Mrs. Gertrude Wilks of East Palo Alto!

Q. Who will pay for all this?

A. You will pay through increased taxes. Your children will pay through decreased emphasis on academic excellence.

Q. What disciplinary problems can we expect?

A. Look what the good intentions of well-meaning idealists have led to at San Francisco State College, College of San Mateo, Menlo-Atherton High School, and other colleges and high schools throughout California and the country.

Q. How could the Consortium with East Palo Alto affect all Citizens of Palo Alto?

A. One basic factor in families choosing Palo Alto has been the excellence of our schools. As academic standards decline Palo Alto will become less desirable and people will look elsewhere.

Q. Who are the Citizens for Excellence in Education?

A. People like you. Concerned parents, residents and home owners of the Palo Alto Unified School District. We welcome members of any race, religion, creed or color who are residents or taxpayers of the Palo Alto Unified School District.

Q. What does CEE oppose?

A. We oppose the acceptance of outside advice and funding leading to outside control of the Multicultural Program by a Consortium organized by Supt. Santee.

We are against hiring outside militants to tell us we are "racists."

We are opposed to any school curriculum which emphasizes "racism", whether it is anti-black or anti-white.

We are against lowering our academic standards, hiring non-credentialed teachers, merging with other school districts without a vote of residents of the Palo Alto Unified School District being taken, and lowering our property values. ALL AT OUR EXPENSE!

Q. What is CEE for?

A. We are for a School Board which concentrates its policies on the academic training of our youngsters.

We are for a School Board which is responsive to the majority views of the Palo Alto Unified School District residents rather than vocal minorities and outside militants.

We are for solid academic excellence rather than for Supt. Santee's experiments which are leading to such radical programs as "sensitivity training".

We are for hiring the most qualified teachers on the basis of their academic credentials, regardless of their color.

Q. Can we document our statements?

A. They are a matter of record. Use the coupon below to send for a fully documented fact sheet. Don't take our word for everything. Find out the facts for yourself. Talk to your friends, school teachers and principals. Write a letter expressing your views to Dr. Dr. Bernard Oliver,[1] President of the Palo Alto School Board, 13310 La Paloma, Los Altos Hills, California. Attend School Board meetings at 25 Churchill Avenue, Palo Alto, California. Ask questions.

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[1] The "Dr. Dr. Bernard Oliver" in the last Answer, above, is as it was printed in the ad.

AN INVITATION TO JOIN THE CITIZENS FOR EXCELLENCE IN EDUCATION

I am interested in learning more about our School District's involvement with East Palo Alto. Please send me your fully documented Fact Sheet. I enclose $. . . . . . as a donation to help pay for the cost of this advertisement and other CEE expenses. Please keep me informed of further developments.

Name____________________________Telephone_______________________

Address____

City___________________________State________________Zip__________

MAIL COUPON TO:
Citizens for Excellence in Education
P. O. Box 11776
Palo Alto, California

CEE (FLYER) FELLOW PALO ALTANS, JANUARY, 1969

FELLOW PALO ALTANS
DO YOU FEEL AS WE DO?

We feel let down. We are Palo Altans: that is to say, we are Caucasian, Black and Oriental - we are Protestant, Catholic, Jewish, Buddhist, Moslem and agnostic. Our parents came from Europe, from Asia, from Africa, from the West Indies. Do we want a multicultural program? Of course we do!

But we want to build, not to destroy: We want to improve curriculum when the desired change will enhance the Excellence in Education for our children. We feel that "the powers that be" are building a house we do not know anything about, but in which we and our children shall have to live. And we much question the choice of the architect.

A Director of multicultural education was appointed: we were not informed of his qualifications. His methods are not always those of a professional and impartial educator, as witnessed by his statements at Asilomar and at public meetings: they seem designed to elicit from us a wave of self accusation.

If we have been remiss, it is because we have ignored that several of our classrooms are crowded, that Dr. Santee prefers "Educational Experience" to solid learning, that in some schools there are not enough basic textbooks to go around, and our school buses are sadly in need of replacement.

We, the citizens of Palo Alto, are consulted in the matter of sewage plants and civic buildings, but not in what touches us most deeply: the education of the young. Sneak-ins and transfers were instituted without giving a thought to a serious possibility: that our schools would become a haven for troublemakers other school districts could not cope with. For the first time in the history of our community signs with "this bathroom for blacks only" have appeared in our schools.

We feel that the time has come to restore policy-making powers to the people to whom they belong: to us, the citizens.

WHAT CAN YOU DO?

1. Become personally informed about local issues concerning the Palo Alto Unified School District (PAUSD).
2. Attend PAUSD Board meetings (1st & 3rd Mondays at 7:30 P.M. -- see page 2 Gov't Calendar of Mondays Palo Alto Times) and other special school meetings; i.e. Multicultural Program (Thursdays), Drug Program, PTA, etc.
3. Write your specific complaints about local school situations and/or your support of CEE positions to the Palo Alto Times Forum Letters Editor and to Dr. Bernard Oliver, President of the Palo Alto School Board, 13310 La Paloma, Los Altos Hills, California. Send copies of all letters to CEE.
4. Inform friends and neighbors about current school problems.
5. Organize neighborhood groups of concerned citizens within your local school boundary. Form telephone calling committees for instant action. Inform CEE of telephone numbers for group chairman and alternate contact.

CITIZENS for EXCELLENCE in EDUCATION

CEE FACULTY FORUM PRESENTATION BY DELBERT LARSON, JANUARY 13, 1969

Citizens for Excellence in Education Presentation to Palo Alto District Faculty Forum, January 13, 1969

When Mr. Philips called to advise me of the existence of the Forum and its purpose to inform concerned teachers on important issues relating to their educational activities, I was very pleased to speak on behalf of the Citizens for Excellence in Education regarding the Multicultural Program.

In last Monday's (1-6-69) Palo Alto Times, we published a full page ad briefly stating our position. I understand, because of the metropolitan nature of our community, that many PAUSD teachers live outside the District and do not take the Times. For this reason, let me repeat a few of the points made in this advertisement.

Citizens for Excellence in Education consists of concerned parents, residents and homeowners of PAUSD. We welcome members of any race, religion, creed or color who share our interests in maintaining and improving, the excellence of Palo Alto's educational system. We are incorporating and intend to become a permanent lay organization dedicated to supporting those of you who are equally dedicated to providing academic excellence in the education of our young people. We believe that we represent the majority view of the community, by opposing the classroom experimentation of Supt. Santee who wrote, on October 18, 1968, that "This school administration is committed to the constant improvement of the quality of the educational experiences provided our students". Some of this experimentation seems, to many of us, aimed at political indoctrination of the student body in accordance with the tenets of the Black Panther Party and other subversive organizations.

With this statement, I believe the line is drawn and the choice is between the relevance of solid academic content versus educational experience to success in our society. Our concern in this regard is mirrored in Dr. Oliver's Asilomar speech when he observed, "Over the last decades the schools have assumed more and more of the responsibilities that once totally devolved upon the family --- responsibilities for the sex education of young people, for their moral and ethical development, and so on. The schools have been justifiably critical of the home -- at least of many homes -- for not doing these jobs properly.

"I hope today's problem youth, the hippies, the addicts, the scholastic and social dropouts are not the result of the school's increased efforts to instill values. Such a charge would be unfair, and yet if these problems had disappeared, if today's youth were better adjusted and more mature instead of less, I'm sure we in the schools would be claiming credit"

This introduction, intended to rapidly reflect the philosophy of our group, has been presented to provide some background before which our concern over the administration's direction of the Multicultural Program may be constrasted. Our initial concern was occasioned in the Spring of 1968 by the manner in which the Program was introduced. In private meetings at that time, the busing of children between Palo Alto and East Palo Alto was openly discussed and the obvious question was raised as to whether or not the administration's Multicultural Program was designed to benefit the young people of our school district. As taxpayers, as well as concerned parents, we felt we had the right to ask this question in view of Dr. Cutler's remark at the April 15th PAUSD Board Meeting, "Let's kick over the traces. . . . and look for ways to merge with East Palo Alto". We do not believe a merger of the PAUSD with East Palo Alto, or other South San Mateo County schools is practical. We do not believe such a merger would provide educational benefits to our children. On the contrary, we are now more convinced than we were last spring that such a merger could only result in (1) greatly increased disciplinary problems for you, and (2) reduced academic standards for our young people. I am certain too, that the majority of East Palo Alto residents resent "do-gooder" attempts to interfere with the orderly solution to their educational problems. It is quite obvious that Mrs. Wilks, Mr. Walton and other vocal, militant residents of East Palo Alto influence our school boards and the "do-gooders" of our communities much more greatly than the responsible Afro-American majority of East Palo Alto.

This, perhaps, is the point at which it should be reiterated that CEE is fully in accord with the policy that the Palo Alto schools should have a program to give our children an understanding of other cultures, people, races, countries and religions. We believe that your Intercultural program, designed by you for our children, has contributed greatly to their education. Our concern for the Administration's direction of the Multicultural Program heightened greatly when it was announced that a militant, Black Panther Party supporter had been chosen as its Coordinator. Each of you carries the burden of setting a good example in character and social conduct for the children in your charge. It is inimical to the principles of good education to have, as a policy-setting administrator of our school district, a man who publicly espouses revolutionary dedication and exhorts others to violence. I agree with Eric Hoffer, who is quoted in the October 24, 1968 issue of the S.F. Examiner as saying, "I have always said it is harder to write a good paragraph than to start a revolution". Certainly I do not believe in Mr. Walton's ideas which I find are totally opposed to my interests.

So, we questioned Mr. Walton's background and at the November 18, 1968 Board Meeting presented an "Open Letter to the Palo Alto School Board", criticizing their "inept choice of an administrator espousing such radical philosophy". Most of the questions in this letter have gone unanswered or have not been answered forthrightly. For that reason I have included a copy of this letter in the packet available for distribution with a copy of this address. You may be interested to note that Mr. Walton's affiliation with the Black Panther Party is attested to by virtue of the fact that this copy of the letter is reproduced from the December 7, 1968 issue of the Black Panther Weekly, a publication in which Mr. Walton's name regularly appears.

Of course, Mr. Walton is a forthright man. His philosophy is no secret. Excerpts from the San Jose Mercury interview of November 19, 1968 are included in the packet which may be useful to you in determining whether or not you support "the Administration as being capable of making a wise choice of a Coordinator." To counter Supt. Santee's observation that Mr. Walton's views have changed since joining our School District, another article from the San Jose Mercury, dated December 13, 1968, is included stating, "If this program depends on Sid Walton changing, it's not worth a hill of beans. Society needs to change, not Sid Walton."

Earlier in this discourse, I noted that Mr. Walton's ideas are opposed to my interests. Perhaps you would like to know to what extent they are opposed to yours. At the Asilomar conference, Mr. Walton made a statement to the effect that, once the Multicultural Program is underway, there will be a moratorium on the hiring of white teachers until sufficient black teachers have been hired to achieve an ethnic balance. Since then he has elaborated on this and pointed out, in a letter dated Sept. 20, 1968, to Supt. Santee that we should "Employ ethnic minority persons for all upcoming job vacancies until the staffing of representatives of all ethnic minorities reflects the percentage of those minorities in the general population of the United States". He proceeds to indicate the manner in which this can be implemented, "Nixon school provides the vacancies. Hire all ethnic minorities to fill all positions there with the understanding that they would be dispersed throughout the district". Now, before I am assailed as a bigot for opposing this suggestion, let me state that my primary interest is that we maintain, and improve, our academic standards. CEE proposes hiring the most qualified teachers on the basis of their academic credentials, regardless of their color. Mr. Walton says, "credentialing is a myth", and proposes hiring non-credentialed teachers for Palo Alto, using a rather tricky subterfuge. In a letter to Supt. Santee, dated November 18, 1968, he states, "The seemingly vexing problem of finding "qualified" minority teachers and administrators will readily be solved if this district will adopt a policy wherein greater use be made of the provisions of Sect. 6375 Title 5 of the Educational Code". The letter is lengthy because the reasoning is devious but the heart of it says, "the implementation of such a policy would strike a just compromise wherein we follow State Dept. of Education rules for qualification and minority definition of qualification". I leave to you the decision whether or not your interests coincide with Mr. Walton's.

There is not sufficient time to present the many erudite articles published by noted educators, journalists and scholars on the pros and cons of the Negro fight for better education. The problem is immensely complex and much excellent material is available. For your reference I suggest 1) the November 1968 issue of the "Economic Letter" published by the School of Business at The University of Santa Clara which consists of an article by Dr. Lawrence C. Lockley entitled, "Black Power in One Nation Indivisible," 2) "Black History-As Schools Teach It" from the Nov. 4, 1968 U.S. News and World Report and 3) "Will Black History really be Brain-washing?" by George S. Schyler (sic), printed in the August 24, 1968 issue of Human Events. Because it is so timely and appropriate, your packet contains a copy of "Don't flunk the Middle-Class Teacher" by Marie Syrkin, published in the December 15, 1968 issue of the New York Times Magazine. Regarding Mr. Walton's preoccupation with changing the definition of "qualified" teachers, the latter article states, "No rich imagination is required to foresee to what excesses caprice and bigotry, white and black, may lead. Once uniform standards for curricula, for promotion, and for teacher hiring can be superceded by local obscurantism or self-interest, the public-school system as a progressive and unifying force has been effectively destroyed." You might note, that the principle of arbitrary selection is one which could be potentially dangerous to the minorities themselves.

Having become embroiled in the controversy regarding the Multicultural Program, CEE now recognizes it as but the top of the iceberg which is readily visible. We now see that a trend has existed for some time which would substitute Supt. Santee's "educational experiences" for academic excellence. This trend is evidenced by the administration's unconcern over the lack of basic textbooks in the classroom; by their ignoring that our classrooms are already crowded when 150 additional students from outside our district are encouraged to attend our schools; by Supt. Santee's preoccupation with details of the Multicultural Program when he should be concerning himself with the administrative functions. And while all this is happening, a type of education in permissiveness - SENSITIVITY TRANING - is appearing in our schools. Sensitivity training programs incorporate the use of self-criticism, discourage individual responsibility, undermine authority, and encourage permissiveness.

At the January 6, 1968, Board meeting, Supt. Santee publicly stated his opposition to Sensitivity Training, yet we are told 1) that a faculty "Encounter Group" (another name for Sensitivity Training) exists at Palo Alto High School; 2) that there is enough student interest to form at least three such groups; 3) that Sensitivity Training is part of the school's existing activities in beginning training of guidance personnel. Obviously Mr. Walton has an interest in incorporating these techniques into the Multicultural Program. On November 19, 1968, he wrote to prospective participants in a Consortium organized to address itself to the solution of problems surrounding the development of multicultural understanding. This letter includes psychiatrists and encounter group specialists in the Consortium, indicating that their special interests and talents could contribute to the program.

In review, then, let me repeat the CEE positions presented in the December 6, 1968 advertisement:

1) We oppose the acceptance of outside advice and funding leading to outside control of the Multicultural Program by a Consortium organized by Supt. Santee.
2) We are against hiring outside militants to tell us we are racists.
3) We are opposed to any school curriculum which emphasizes "racism", whether it is anti-black or anti-white.
4) We are against lowering our academic standards, hiring non-credentialed teachers, merging with other school districts without a vote of residents of the PAUSD being taken, and lowering our property values --- ALL AT OUR EXPENSE
5) We are for a School Board which concentrates its policies on the academic training of our young people.
6) We are for a School Board which is responsive to the majority views of the PAUSD residents, rather than to vocal minorities and outside militants.

7) We are for solid academic excellence rather than for Supt. Santee's experiments which are leading to such radical programs as "Sensitivity Training".

8) We are for hiring the most qualified teachers on the basis of their academic credentials, regardless of their color.[1]

CEE FACT SHEET, JANUARY 16, 1969

CITIZENS FOR EXCELLENCE IN EDUCATION

Thank you for your interest and contributions in replying to our advertisement of January 6, 1969. The CEE basically exists to supply information to all Palo Altans. Information we believe that our School Board should--but is not--giving all of us about its programs.

The Palo Alto School Board and Superintendent Santee seem to feel that the citizens of Palo Alto should trust their judgment without question in determining the policies for our District. In the December 6, 1968, Palo Alto Times, Dr. Oliver states, "...your Board takes very seriously its democratic responsibility to provide (insofar as the means you make available to us allow) the kind of schools and programs that this community wants and needs. To date all the evidence suggests we are doing this."

Let's look at the evidence. Reports of threats and actual assaults upon students of the PAUSD, both black and white, have been numerous since our Board so rashly implemented the "Transfer Program". Why do we say the program was rashly implemented? The night the program was adopted (see Board Minutes of 9/3/68), Board Member Fletcher said he favored delaying action on it until such time as teachers and parents in the District were given an opportunity to react and the Board could give the matter more consideration. Mr. Fletcher and Dr. Oliver, both, indicated they favored limiting the maximum combined number of Transfer and Sneak-Ins to 75. The unrestrained enthusiasm of Mrs. Robinson and Mr. Cutler prevailed over common sense, however, and no limits were imposed on the "Sneak-Ins" in Mrs. Robinson's motion to accept the Transfers. Superintendent Santee noted that sometimes immediate action is necessary-- as in this case. Once the Transfer Program was agreed to did Superintendent Santee give careful consideration to the type of student he was bringing into Palo Alto? What was the criterion established for participation in the Transfer Program? Superintendent Santee indicated this clearly once the Board's action was imminent by advising that, "Mrs. Wilks is providing a list of these students to the Sequoia District."

In an attempt to indicate some degree of responsibility on the part of the Board, Mr. Fletcher then indicated that he felt all students should be subject to the same standards of behavior that are set for Palo Alto students. Was this done? No, somewhere beyond the knowledge of the citizenry it was decided that a double standard would be employed whereby the Transfer students from Ravenswood High School were to be disciplined under a more lenient policy than applied to our children. How do we know this? Teachers and administrators have told us. Dr. Oliver alludes to it in the December 6 position statement after

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[1] Editor's note: Attached to this copy of the CEE Faculty Forum Presentation was a reprint of the CEE "Open Letter to the PAUSD Board" as it appeared in the Dec. 7, 1968 issue of the Black Panther Weekly; a condensed article concerning Mr. Walton printed in the San Jose Mercury on Nov. 19, 1968; and material from the Series on Sensitivity (S.O.S.) Packet.

Superintendent Santee admitted in a December 5 San Jose Mercury interview that the District would return to its standard policy: All students must conform to the same rules and receive the same punishment for infractions. Has the Administration returned to its standard policy? Judge for yourself--the black girl (Transfer student) who repeatedly attacked other classmates at Jordan was severely punished by being moved to Terman! Negro residents in the PAUSD continue to report that their children are daily threatened and intimidated by the Transfer students who came to our District to enhance our Palo Alto students with better human relations. Somehow the evidence seems less than overwhelming that the Board and its Administration are providing the kind of schools and programs that this community wants and needs!

Mrs. Robinson, Mrs. Wilks, Superintendent Santee, and Mr. Kuhns (an attorney representing the East Palo Alto Mothers for Equal Education at the 9/3/68 Palo Alto Board Meeting) insisted that by our District adopting the Transfer Program, the Sneak-In (or Affidavit) students would all but be eliminated. Has this been the case? No. When questioned on this at the 1/6/69 Board Meeting, Superintendent Santee conveniently could not remember numbers; however, in a San Jose Mercury article (1/12/69) he was quoted as stating, "... there are now about 100 "Sneak-Ins," plus the 75 Transfer students.' " According to Superintendent Santee's figures, it costs the District $1200 per student per year. The Sequoia District pays our District (including state aid) $906 per Transfer student, and our District receives only $125 per year state aid for Sneak-In students. This means that the taxpayers of Palo Alto are subsidizing students from other Districts to the tune of over $100,000! At the same time, some of the parents have complained that there are not always sufficient text books to go around in the classrooms. Teachers tell us their classes are oversized, and they can not provide the individual attention some of the children need. Our School Board says we can not afford to purchase the new buses we need and must continue to rent at least one. Again we ask -- is our Board really basically concerning itself with providing the best education and facilities possible for our children?

Did the majority of parents and taxpayers in Palo Alto request the action by the School Board and Superintendent Santee to make a major change in our school curriculum from the existing Intercultural Program to Multicultural? No, only a small group of people requested this action by the Board at the April 16, 1968 meeting. Did Superintendent Santee turn the suggested curriculum change over to the Palo Alto teaching staff to implement within our own District? No, the May 13, 1968 letter from our teachers to Superintendent Santee and the Board asking that they be allowed to help in formulating the program was ignored. On November 25, 1968, at a District Meeting of all credentialed staff, the teachers stated that they had still not been allowed to participate, and requested that they be allowed to do so.

Instead of using our teachers to implement this program of ideas which will be taught to our children, our Administrators hired a man with a militant background, militant affiliations and espousing militant views. The President of Merritt College, prior to his resigning, recommended Mr. Walton's dismissal, based on his unprofessional conduct and militant actions at Merritt. Unfortunately, no one from the Palo Alto District bothered to check this important phase of Mr. Walton's background before hiring him.

Instead of formulating a Multicultural Program within our own District, Superintendent Santee has organized a Consortium with the Ravenswood Elementary

School District, the Rand Corporation and respresentatives of San Francisco State College. A letter from Mr. Walton to other prospective participants in the Consortium on November 19, 1968, stated that, "Institutionally, the Consortium would include public and private elementary and secondary schools, Federally financed basic education programs and vocational education programs, four year colleges, junior colleges, associations of minority educators, psychiatrists and encounter group specialists (sensitivity training groups)."

The letter also stated that geographically, the scope of the Consortium would cover the five Bay Area counties. The funding for all this is to come from the National Foundation on the Arts and Humanities.

Asked about the Consortium at the January 6, 1969, Board Meeting, Superintendent Santee again had a convenient lapse of memory. On further questioning, he indicated the Consortium wasn't organized until reminded that he had advised the Board of its existence in a Memorandum October 18, 1968. Asked what control would be relinquished in exchange for outside funding, Superintendent Santee overlooked his suggestion in the same correspondence that the Consortium begin by supervising the "Community Counselors" to be employed as part of the Multicultural Program. He claimed to be equally uninformed about the National Foundation for the Arts and Humanities whom he had indicated would fund the Consortium's activities.

At a meeting with Superintendent Santee, he refused to answer our questions about his long range plans for busing children in and out of the District and other matters relating to the MC Program. Is it any wonder we have questioned the actions of the Board and Superintendent Santee?

Why, we ask, are the people of Palo Alto not consulted before our School Administration involves our District and our children with outside Districts, Corporations, Institutions, Sensitivity Training Groups and outside Funding Agencies, which can lead to outside control of the curriculum in our schools? Our problems and their solutions lie with our School Board. To work toward solving them, we are planning to incorporate as a non-profit organization. We are forming permanent committees and are asking members to serve on them. There is much going on behind the scenes that we would like to look into further.

We of the CEE welcome your interest, your support and your viewpoint. If you have any information you feel would be of interest, please write to us. As further events take place we will try to keep you informed. We urge you to attend all School Board Meetings and ask questions.

In our advertisement we promised that every point we made can be documented--and it can. However, to mail you every document we have read would be to send you about two pounds of paper. What we can do is to give you our original sources so that you can judge the facts for yourself.

SCHOOL BOARD MINUTES

For example, minutes of School Board Meetings are available, upon request, from their offices at 25 Churchill (near El Camino) in Palo Alto. Minutes of all meetings from 4/15/68 to date present the whole picture of the direction our present School Board is taking. The minutes that are particularly relevant to our ad are as follows:

4/15/68 Page 11, Paragraphs 2 and 6; Page 12, Paragraph 5; Page 13, Paragraphs 2, 3 and 5; Page 15, Paragraph 5.

8/5/68 Page 8, Paragraph 5.

9/3/68 Page 3, Paragraphs 1 and 2; Pages 5 thru 8; Page 11 (Search Committee names from which the names of Mr. Chang, Mrs. Rosalie Clark and Mrs. Barbara Lampkin were omitted); Page 12.

10/21/68 Page 5 (Multicultural Activities); Page 6; Page 7, (especially Item 5 and reference to "educational experiences" in Paragraph 8); Page 8, Paragraph 8; Page 9, Paragraphs 1 thru 4; Page 13, Paragraphs 1 and 3.

11/18/68 Page 7 and 8; Page 9, Paragraph 1.

Other school sources include the materials given out to the Citizens Advisory Committee and numerous Inter-Office Memos.

NEWSPAPER ARTICLES

Over the past few months, many articles have appeared in both the Palo Alto Times and the San Jose Mercury News that you will find particularly interesting. Back copies of both newspapers can be obtained from their respective offices. Or, you may visit the Palo Alto Main Library in the Civic Center on Newell near Embarcadero and ask for the following back issues from their files:

San Jose Mercury News 11/15/68 "Ravenswood High School District Pullout Seen", 11/19/68 "Panther Backer Shakes Palo Alto School District", 12/13/68 "Walton Backs Panther Goals", 12/5/68 "Organ Fights For Schools Relevant To Black Needs, 9/28/68 "Multiracial Meet Opens", 12/5/68 "P.A. School Chief Says Single Behavior Code Will Apply", 11/5/68 "Multicultural Program For Schools Outlined".

Palo Alto Times 10/8/68 "Constructive Multicultural Program In School Urged", 10/15/68 "Palo Alto Multicultural Coordinator Tells Aims", 9/17/68 "School Sneakouts Going Strong", 9/28/68 "Mrs. Cleaver Charges Racism Infects Society", 11/18/68 "Parents Assail Black Programs", 11/26/68 "Custer of Aide Pressed", 11/30/68 "Blacks Demand Support of Walton", 12/23/68 "Schools Demands-Militants Using Racism".

OTHER SOURCES

Members of the CEE have obtained additional information from many other different sources over the past nine months. We have attended School Board Meetings, special PTA Meetings on the Multicultural Program, Citizens Advisory Committee Meetings, the La Honda Retreat last September, and numerous other meetings. We have researched many news magazines and newspapers, including the paper published by the Black Panthers.

We have personally talked with Administrators at Merritt College, Oakland, and learned that Mr. Walton was recommended for dismissal there because-- to use Mr. Walton's own words from a San Jose Mercury article 12/13/68-- he raised a lot of "hell" at Merritt.

We have also researched information by talking to officials at the Los Lamitos School District, State Superintendent of Schools Dr. Rafferty, Santa Clara County Asst. Superintendent of Schools Mr. Russel and a member of his staff, Mr. Gillat; numerous teachers, parents and businessmen of Palo Alto, teachers in the Ravenswood Elementary School District and at Ravenswood High School, the local office of the FBI, State Senator Clark Bradley and others.

HIRING UNCREDENTIALED TEACHERS

Mr. Walton has sent several Inter-Office Memos recommending this to Superintendent Santee. The hiring of non-certificated personnel was discussed at some length by the School Board and Superintendent Santee at the 10/21/68 School Board Meeting. They agreed that this could be tried.

JOB DESCRIPTION OF COUNSELORS

We are attaching copy of a Job Description for Counselors for our Palo Alto Schools drawn up by Mrs. Gertrude Wilks of Mothers for Equal Education of East Palo Alto. Note her signature on the back.

SENSITIVITY TRAINING
Superintendent Santee stated at the 1/6/69 School Board Meeting that he was opposed to Sensitivity Training. Just three days later on 1/9/69 the following information appeared in the Palo Alto High School's publication Student Body Review. "Paly may have encounter groups. (Another name for sensitivity training.) The faculty has started one. Both psychologist Fred Chapman and English teacher Mrs. Dorothea Hamilton have expressed interest in these experiences". Obviously, Superintendent Santee cannot be depended on to see that the policies he espouses are known to and carried out by his own personnel.
MERGING WITH OTHER SCHOOL DISTRICTS
On 1/8/69 the Palo Alto Times wrote that Palo Alto could not be merged with the Ravenswood Elementary School District for legal reasons. We could, however, be merged with another unified School District. The San Jose Mercury has learned that a group in East Palo Alto is exploring ways to set up a unified School District there by combining Ravenswood High with the Elementary School District.
WHO PROPOSED THE MULTICULTURAL PROGRAM?
Mrs. Rosalie Clark headed up a group which suggested the Multicultural Program to our School Board 4/15/68. Some of this same group of names also appeared as members of the Search Committee which selected Mr. Walton. And once again they appeared as members of the Citizens Advisory Committee which was set up to plan the Multicultural Program.
WHAT DO YOU THINK?
Take the time to go over the School Board Minutes and newspaper articles we have listed for your guidance. If you feel we have not fully documented our statements, please write again with specific questions.

Finally, we apologize for the delay in getting this Fact Sheet to you. The interest stirred up by our newspaper advertisement was gratifying. We are more convinced than ever that many Palo Altans were unaware of the activities of our School Board and Superintendent Santee and are opposed to them. When you are finished with this Fact Sheet, please pass it on to a friend, or ask them to write to us for their own copy. Write to Dr. Oliver. Express your views. Thank you.

Citizens For Excellence in Education, P. O. Box 11776, Palo Alto, Calif.

CEE BULLETIN, APRIL, 1969

THE C.E.E. BULLETIN, Published by the Citizens for Excellence in Education,
Palo Alto, California, April 1969

AN APPEAL TO REASON

The petition recently circulated by the CEE has had a sobering influence on our School Board. It has provided concrete evidence that a significant number of taxpaying residents are not sympathetic with the School Board's hasty introduction of "THE" Multicultural Activity, the Superintendent's bad judgment in selecting the coordinator, and the School Administration's demonstrated laxity in implementing the student "Transfer" and "Affidavit" programs. As a medium for public expression the petition provided a counter influence to the vocal minority who have largely dominated Board meetings.

UNFINISHED BUSINESS

Credit for the success of the petition goes to those who circulated it and to the many who signed it. 3,400 signatures were secured primarily during a single weekend. It would be nice if we could now relax with the assurance that the desires of so many, as expressed in the petition, would return sanity to our schools. Unfortunately, this is wishful thinking. Already, the chairman of the Citizen's advisory Committee echoes Mr. Walton's belief that we're all white racists. In the days ahead we can expect more diatribes on "white racism in Palo Alto", the "hypocrisy of the tokenism practices in our schools" and, inevitably, "school, or county, boundaries are no longer valid in perpetuating de facto segregation." And all of us who do not go along with such fuzzy philosophies will be labeled "paranoids," "Birchers," "authoritarian," etc. in the "scurrilous" statements put out by the proponents of "Instant Multiculture."

UNANSWERED QUESTIONS

Sidney Walton is gone but "THE" Multicultural Activity lingers on. From his militant philosophies we have inherited a legacy of dissidence. From this welter of discord there must be generated a positive direction and content to "THE" Multicultural Activity. We must not allow the beating and intimidation of our students, the threat and harassment of concerned parents filing complaints, to continue. Neither can we tolerate the political activism, planned to follow in the wake of this discord, nor allow the open distribution, on campus, of subversive, even seditious, literature approved by the Administration with a vague explanation that "we have confidence that our youngsters will make the right decisions." Our lack of confidence is not with our youngsters but with this Administration whose permissive policies discourage those students seeking basic academic education, while encouraging school disruption in the name of "humanism".

PRESCRIPTION FOR OUR PROBLEMS

The key to these problems is the School Board — an autonomous power that can do precisely as it wishes as long as it lives within the state code. It establishes the policies and formulates the programs which determine whether Palo Alto will retain its renowned schools or permit them to be further turned into laboratories for social experimentation. On April 15th you will vote for one member of this school board. It appears that Mrs. Hopper and Mrs. Begle follow the philosophy of social reform above all other considerations. Dr. Royce Cole, however, has clearly stated that providing a solid academic education, not permissive "humanism" with its busing, sensitivity training, and student activitism, must be the fundamental purpose of our schools. You have a clear voice. We urge you to vote for emphasis on academic Excellence! Vote! Vote! April 15!

INTERESTING NEWS NOTES

Peninsula Observer — Jan. 27 - Feb. 3, 1969:
"The Peace and Freedom community action drive to get an ordinance passed that will put the question of Palo Alto land development into the hands of people is well under way. Individual members of various civic groups — such as Citizens for a Multi-Cultural Program, the Palo Alto Stanford Democratic Clubs, the Resistance, Concerned Citizens, the Free University and the Women's International League for Peace and Freedom are carrying petitions, ---." Keep in mind who put it on the ballot, if it comes up for a vote!

At the March 13, 1969, meeting of the Citizens For a Multicultural Program, Betsy Koester announced they (CMP) intended to copy off all the names of the people who signed the CEE petition and contact them. The P.T.A.'s indicated their intention of doing the same. Our reaction — have fun!

SENSITIVITY TRAINING

In December, an experimental studies program called "Extension" was undertaken at Gunn High School. Included in the subjects offered was Sensitivity

Training. According to an article in the Palo Alto Times, 12/19/68, "The sensitivity sessions attracted many on both Wednesdays. Students were encouraged to express their deepest feelings about a topic being discussed. The atmosphere was casual, the exercises simple, and yet the experience was tense and revealing. Eric Uddenberg reported that psychological karate also revealed a new sense of self."

At De Anza Elementary School, it appears that Mr. Spencer is continuing to employ the techniques of sensitivity training in his 5th grade class, while refusing the request of some of the children for more instruction in math and other "academic" studies. At least two concerned parents have removed their child from this class to prevent further exposure to this type of "training". Miss Shepard, also of De Anza, is using the "magic circle" group criticism technique in her 3rd grade class. One little girl became so emotionally upset from this that her parents sought medical aid for her. Supt. Santee has publically (sic) opposed the use of sensitivity training in our schools, yet its use continues. This sort of "progressive experimentation" with our children must stop. It is time the school board established a firm disciplinary policy which the Administration is required to enforce when the directive against the use of sensitivity training continues to be ignored.

MORE NEWS NOTES

The "Citizens For a Multicultural Program" Newsletter, March 1969 recommends "That immediate discussions be opened with both Sequoia and Ravenswood School Districts with the view towards increasing the number of transfer positions available." They "support the inclusion of the MC Program as a separately identified budget item, if necessary to the exclusion of certain other educational items." They "are prepared to assign this a high priority in the scale of educational needs, and are willing to consider an increase in the tax rate to accomplish the ends they have in mind." When questionned about what ends they have in mind and what educational items they would select to eliminate, they could not be pinned down to specifics. However, including the Ravenswood elementary schools in the "Transfer" program would certainly be one way to increase taxes.

A check with the P.A.U.S.D. attendance office revealed that the number of "Affidavit" students attending Palo Alto schools is now up to 200. At the same time, an article in the March issue of the "NAACP Freedom Journal" attemps (sic) to recruit more Palo Alto "Affidavit Parents" for East Palo Alto students. Since our district receives only $125 state aid per affidavit to compensate for the $1200 cost per student, it would seem an appropriate time for the Palo Alto School Board to close some misused loop-holes. How can our School District justify bringing in even one student when they are required to place priorities on the building program because they do not have enough money to provide adequate classroom space for our own children?

WHAT YOU CAN DO —

It is now felt that this organization's work must continue to bring a balance of public opinion before the School Board by keeping the community informed of actions taking place in our schools that could affect all of us. The only way to accomplish this is through an incorporated organization with paid-in membership. Annual dues will be in the amount of $2.00 per person and our membership will be a matter of public record. We will publish a quarterly newsletter along with holding regular meetings for the purpose of informing our membership of current developments and formulating policy matters. If you feel our work is consistant with your views, we urge you to join and support CEE in its goals to maintain the Excellence in Education that the Palo Alto school system has been noted for in the past.

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I enclose $________ to become a paid member of the Citizens for Excellence in Education. My membership will entitle me to receive all newsletters and notice.

Name____________________________ Tel.____________

Address______________________________________

City__________________ State__________ Zip____________

Make checks payable to:
CITIZENS FOR EXCELLENCE IN EDUCATION
P. O. Box 11776
Palo Alto, California 94306

Hal Klein, Chairman	321-4423
Del Larson, Vice Chairman	327-6821
Tom Meadows, Vice Chairman	321-6574

CEE PRESENTATION BY D. G. LARSON TO PAUSD BOARD, APRIL 21, 1969

Mr. Delbert Larson's remarks at Board of Education meeting held April 21, 1969

"The hasty introduction of the transfer program into our schools last year has subjected this Board to much criticism. The CEE petition was a sincere expression by many parents of their concern over the disruption to the learning process in our schools caused by the participants in this program. This community's concern has been firmly reiterated by the recent election of Dr. Cole whose campaign called for an atmosphere of stability and tranquility in our schools that allows and promotes learning. In this regard, I would like to comment on Mrs. McAllister's performance at Paly. I think she's done an excellent job there and perhaps if we had counsellors of equal stature at the other schools, selected with equal care, we might not have had the problems we've had. "Is the Board aware of the continuing conflict in our schools which this program is causing? Has the administration kept you advised of such explosive situations as exist at Jordan Jr. High now? Has the administration advised you that the principal of Jordan deemed it advisable to seek police protection most of last week? Did the administration advise you that many parents have been so concerned for the physical safety of their children that they call the school frequently to ask for reassurance before allowing their children to attend classes? Has the administration advised you that a major confrontation was narrowly avoided that could easily have resulted in gunfire on the Jordan campus between the police and outside, dissident elements incited by members of the transfer program?

"In view of all this, is it possible that the Board lacks sufficient empathy to appreciate the students' daily fear of physical violence and the serious harms such an atmosphere renders to the learning process? Academic learning, of course, is what I am referring to. I trust that even the Board's advocates of campus militance are not yet openly ready to promote education for anarchy over solid academic achievement.

"Many facts should be taken into account that differ from the situation that existed last year at the time the transfer program was initially approved:

1. The Sequoia High School District has approved an inter-school transfer program within their own school system for next year. This being the case, Ravenswood students have no real need to attend the Palo Alto Unified School District system and we have no obligation to continue to accommodate the transfer program.
2. More than forty physical assaults upon our children by transfer students have been reported from Jordan, Wilbur, Terman and Cubberley.
3. Recent building priority discussions have resulted in the inescapable conclusion that we have a serious classroom shortage and cannot continue to accommodate the transfer program.
4. The questionable legality of any program restricted to non-caucasian students has already been raised nationwide and I suspect might be subjected to a court test here to pursue.

"Building funds are now reported to be insufficient. The administration has indicated that additional bonds will have to be approved in the near future. The Citizens for Excellence in Education urges that you discontinue the transfer program now. We ask that you instruct the administration to enforce strict adherence to the residents' requirements of participants in the quasi-legal affidavit program. We ask for your positive responses to the concerns expressed by this community in order that we may all settle down to working together to ensure the financial and educational success of the academic programs which are essential to our young people."

CEE PRESENTATION BY D. G. LARSON TO PAUSD BOARD, JULY 14, 1969

Palo Alto Unified School District Board Presentation, 7/14/69

The Palo Alto Unified School District Board of Trustees meets this evening to consider a budget requiring the second 20 cent tax rate increase in two years. This, in order to satisfy the seemingly limitless expenditures of our school administration. Whereas our City Council has deliberately and conscientiously taken positive steps to hold taxes in check, the Palo Alto Unified School District Board appears to have abdicated complete authority in all matters of the budget to the school administration. Indicative of this is the failure to have this "preliminary" review until after all employment contracts have been signed. In this way, it appears that 78 percent of the proposed budget has been irretrievably committed prior to any review by the Board.

For the fixed income residents in our community, the imposition of the proposed school tax increase, on top of known assessed property valuation increases, must seem altogether incongruous with the Board's expressed concern of social conscience. Somehow, this Board appears to equate social conscience with subsidized low cost housing, costly contractual "Affirmative Action Guidelines" and subsidized educational programs such as the Transfer Program for Ravenswood High School. They blissfully ignore the social problem which the resultant tax increases must inevitably cause their own constituency.

In the presence of mounting construction costs and budget difficulties, they ignore the ineptitude which caused 3,400 constituents to seek superintendent Santee's public censure. Instead, they reward him with a 15 percent annual salary increase of $5,000. Such an increase is far beyond what might represent a cost of living increase. It is totally injustified (sic) by the superintendent's performance or the extent of his responsibilities. (He now makes as much as superintendent Jenkins of San Francisco, whose responsibilities are tremendously greater. He will be making $11,600 a year more than the City Manager of Palo Alto, and only somewhat less than Governor Reagan.) In making this announcement, the Board ignores the deteriorization in morale caused by the lack of school discipline which characterizes this administration. They ignore the costly procrastination which has typefied this administration's approach to our building program and which now threatens to add even greater burdens to the taxpayer.

Regular attendance at school board meetings has disclosed the Administration's suggestion that the Board exercise its privilege to impose an additional ten cent tax override on the operating budget to "repair or replace unsafe buildings;" i.e., Palo Alto High School. Because unwarranted Administration delays have resulted in great inflationary increases to authorized construction projects, the superintendent has further suggested to the Board that the tax base for the operating budget be increased another 15 cents--to the limit authorized by the voters in 1964. Let us add this all up: 19.9 cents requested to meet the requirements of the proposed '69-'70 operating budget; 10 cents suggest to "repair or replace unsafe buildings"; 15 cents suggested to help offset inflationary construction costs--altogether under consideration, 44.9 cents. This represents a possible increase to the total district tax rate of seven percent. With the assessed property evaluation up an average of more than ten percent, the Board and Superintendent Santee are, thus, considering the addition of over 17 percent to the Palo Alto Unified School District's tax bill. (Should all this be approved, this represents one hundred dollars added to the bill of a taxpayer who now pays $600 property taxes to the county.)

The only alternatives are to reduce the operating budget and/or cut the construction program significantly below what the public expected the last bond issue would provide. In view of these conditions, the Palo Alto Unified School District Board of Trustees is asked to re-assume responsibility for this district's fiscal policy by rejecting the preliminary budget and instructing Superintendent Santee to prepare a revision more in keeping with the actual cost increases experienced in this area. The Palo Alto Unified School District Board of Trustees is asked to insist upon greater dedication from the Administration in meeting the mandate of last springs' election to provide our children a better academic education in an atmosphere free from the "educational experiences" last year's violence and disruption brought to our campuses. The Palo Alto Unified School District Board of Trustees is asked to give serious consideration to these requests which, we are certain, represent the majority view of its constituency.

Citizens for Excellence in Education

CEE BULLETIN, SEPTEMBER, 1969 (PARTS NOT QUOTED ELSEWHERE)

EDUCATION IN DEPTH
Quoted from: "What They Are Doing to Your Children" by Dr. Max Rafferty

"Let us sum up the differences between progressive education and education in depth, always remembering that we do not intend to throw the baby out with the bath water. Progressivism had some good points. Few things are all black or all white. The problem solving approach fathered by Dewey was sound. It should be retained. So should the willingness on the part of the instructor to give reasons to the children for the many things he must ask them to do every day. Basically, however, the differences are these:

1. Progressive education teaches that there are no positive and eternal values. Education in depth maintains that there are and that the main purpose of education is to seek out these lasting truths, to identify them and to explore them to the greater benefit of the individual and the nation.

2. Progressive education stresses "life adjustment" and "group acceptance" as the primary goals of the instructional program. Education in depth holds that the teaching of organized, disciplined and systematic subject matter is the principal objective of the schools.

3. Progressive education downgrades the role of the individual and glorifies the importance of the group. Education in depth intends to regard the individual as the be-all and the end-all of the educative process.

4. Progressive education feels that the curriculum should depend upon the interests and needs of the group. Education in depth wants a curriculum to provide for the individual the tools and skills he needs to be a cultured, productive, patriotic American citizen.

5. Progressive education believes that memorization is stultifying and a waste of time. Education in depth teaches that committing important names, places, events, dates and passages of poetry and prose to memory is a necessary part of instruction.

6. Progressive education advocates "experiencing" learning through as many sense avenues as practicable. Education in depth thinks this is a pronounced waste of time and regards reading and recitative discussion as still the most effective and eonomical method of instruction.

7. Progressive education holds that the pupil should be encouraged to compete only with himself, or rather with his own previous best efforts. Education in depth believes that the very survival of our country and the success of the individual in later life depends upon how well he is taught to hold his own in a highly competitive world.

8. Progressive education, as interpreted by several of its high priests, has doubts about the American free-enterprise system, and has advocated various forms of collectivisim. Education in depth teaches the facts about our country's phenomenal growth and development and reminds its pupils that our economic system has made us the envy and the wonder of the whole world.

The issue is clearly drawn. The difference is as great as that between day night. Public opinion all over the United States is lining up on one side or the other. No greater or more significant decision will be made by our people in this century." . . . .

SUGGESTED READING LIST (For those who want to know "Where it's at.")
"What They Are Doing To Your Children", by Dr. Max Rafferty
"Suffer Little Children", by Dr. Max Rafferty
"Final Report of the Multicultural Activities in Palo Alto", by the Citizens' Advisory Committee (available on loan at the Public Libraries)
"Socialist Humanism", edited by Erich Froam (sic)
"Guidelines for Moral Instruction in California Schools", (available by sending

75 cents to: California State Department of Education, State Education Building, 721 Capitol Mall, Sacramento, California 95814.)

California and Federal Un-American Activities Reports (available for reference at the Stanford Library.)

"The Humanist Frame", edited by Julian Huxley

"The Philosophy of Humanism", by Corliss Lamont

"The Mid-Peninsula Free University Catalog" (available at Kepler's Book Store or the Mid-Peninsula Free University in Menlo Park.)

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Read your child's School Newspaper.
Read your children's text books, especially Social Studies and English.
Ask your children to tell you what they are doing and learning in their classes.
Visit their classes.

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NEWS NOTE

Your right to vote on school tax overrides has been preserved. On Sept. 6, 1969, Governor Reagan signed Assembly Bill No. 5 negating Mr. Unruh's addition to the Education Code which would have allowed school boards to fix the tax rate after 1971 without taxpayer approval. We thank those of you who passed and signed the petitions on this issue, which undoubtedly resulted in this legislative action.

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CITIZENS FOR EXCELLENCE IN EDUCATION

The CEE incorporation papers have been filed in Sacramento, at which time it was necessary to change our name slightly to: PALO ALTO CITIZENS FOR EXCELLENCE IN EDUCATION. It seems a citizens' group in Contra Costa County had also chosen the same name. We are incorporating as an educational organization to provide a permanent voice in the community to promote "Education in Depth" in the schools.

Further CEE mailings and phone communications will be limited to dues-paying members and to previous contributors of $5.00, or more, who return the enclosed coupon stating that they wish to become members for the remainder of this year at no additional expense. Encourage your friends to join, as funds will be needed to fight the good fight!

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Check One:
Annual Dues ($2.00 per person) enclosed for 1969 membership ( ).
I have already contributed $5.00 or more and wish to be an official member ( ).
(Only official members receive all bulletins and notices and are eligible to vote at annual meetings.)

Name____Tel.__________________

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Make check payable to:
PALO ALTO CITIZENS FOR EXCELLENCE IN EDUCATION

P. O. Box 11776	Hal Klein, President	321-4423
Palo Alto, California 94306	Del Larson, Vice Pres.	327-6821
	Tom Meadows, Treasurer	321-6574

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PALO ALTO CITIZENS FOR EXCELLENCE IN EDUCATION
P. O. Box 11776
Palo Alto, California 94306

"TO REMAIN SILENT WHEN THEY SHOULD PROTEST MAKES COWARDS OF MEN" Abraham Lincoln

ATTACHMENT ON SENSITIVITY TRAINING

SENSITIVITY TRAINING[1]

Hopefully there will be no incidences of classroom sensitivity training like last year. Sensitivity training is an experimental form of psychotherapy unnecessary for healthy minds. that can be dangerous when conducted by anyone other than a professional psychotherapist.

A few of the dozen or more names for sensitivity training are - awareness groups, encounter groups, self-actualization, and T-groups (training groups). Knowledge of sensitivity training techniques is more important than names. Churches, schools, the Y.M.C.A., social groups, and businesses conduct sessions. Small groups are preferable. People are pressured to reveal to the group their most intimate thoughts about associates, family, themselves, their sins, their prejudices, and sometimes are told to keep a diary. Non-verbal communicating groups involve staring into another person's eyes, touching any part of someone's body, blindfolded situations, passing a person bodily around a circle, etc. There are 24-hour marathons when the participants are not allowed to sleep. From fatigue and group pressure the psychological defenses are supposed to be broken down producing a dramatic behavioral change. Sometimes sensitivity training results in a psychotic break. Read the front page article in The Wall Street Journal, July 14, 1969 entitled, "Some Companies See More Harm than Good in Sensitivity Training."

Sensitivity Training can be destructive to parental authority and harmony in the home, because it teaches children to be loyal to outside groups rather than to home and country. It is a forced and pressured attack on individual liberty and emphasizes group decisions instead of individual initiative. It has been described as promoting followship rather than leadership.

If sensitivity training becomes enmeshed in the curriculum, it is enforced indoctrination. Having to publicly confess one's innermost thoughts is like being asked to testify against one's self. The intimate details of one's personal life is, or ought to be, sacred to the individual. Sensitivity training is an unethical intrusion upon anyone's privacy. Schools are for the education of the intellect.

Warn your family about the dangers of sensitivity training and tell them not to participate. Tell the school administration or school board about any difficulties.

ATTACHMENT ON SOCIALIST HUMANISM

SOCIALIST HUMANISM[1]

Humanist Corliss Lamont in The Philosophy of Humanism states: "Humanism reserves the moral right to disagree with or defy any governmental or other authority. The final court of appeal for the Humanist is his own conscience and intelligence, as developed in the light of Humanist ethics."

Everyone is philosophizing about the problems of today's youth and searching for answers. Perhaps some of this generation's problems have been created by humanist "situation ethics." Humanists believe circumstances determine whether it is necessary to obey a moral law or not. The humanist emphasizes that the rules of human conduct are always changing. Pre-marital sex is acceptable within the so-called confines of "meaningful relationships." With the popularization of the new morality, which is really just old immorality, the teen-age V.D. rate is soaring; drug addiction is rampant; and rebellion against any authority is widespread.

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[1] Editor's note: This was attached to the CEE September 1969 Bulletin.

The fourteenth tenet of the "Humanist Manifesto" states: "The humanists are firmly convinced that existing acquisitive and profit-motivated society has shown itself to be inadequate and that a radical change in methods, controls and motives must be instituted. A socialized and cooperative economic order must be established to the end that the equitable distribution of the means of life be possible. The goal of humanism is a free and universal society in which people voluntarily and intelligently cooperate for the common good. Humanists demand a shared life in a shared world."

Corliss Lamont also says in The Philosophy of Humanism: "Humanist education naturally accents social rather than individualistic aims. This implies both more attention to social studies such as economics, politics (including civil liberties), and sociology, and inclusion in the curriculum of courses on ethics in order to train the youth of a nation in the broad Humanist attitudes of loyalty to the social group and to humanity."

In The Humanist Frame Robin Narris wrote a chapter entitled "Humanist Economics" and stated: "Humanist economics will inevitably be tinged with socialism in a very broad sense.' He went on further to say. . . "we try to find out scientifically and logically the ways in which behaviour can be changed; we try to find out scientifically and logically the ways in which behaviour can be changed usefully. ... Humanist economics should pay more attention to psychology than economics has hitherto done."

Social studies and literature can be conducted within the framework of humanism which is obviously undesirable for our representative republic and capitalistic system. The only economic systems compatible with humanism are socialism and communism.

CEE PRESENTATION BY D. G. LARSON TO PAUSD BOARD, NOVEMBER 3, 1969
Balance of Mr. Delbert Larson's verbatim comments at Nov. 3, 1969 PAUSD Board Meeting.

"Our concern has been excellently stated by Dr. Richard Stock in the Minority Report printed on pages 189-190 of the Final Report which I would invite each member of the Board to read. I would like to quote from it:

'My apprehension originates from the proposed use of a governmental institution to effect, as one member stated, "attitudinal change." What, in essence, the sub-committee has been saying is that the government, by defacto decree, should be telling the people how they must live and think, and that the government should tax its people in order to achieve what, possibly, only a few members of the community feel is best.

'Everyone should know, however, that the use of authority (governmental institutions) to ferment just and proper "attitudes" is nothing which has originated in this sub-committee. Approximately five hundred to one thousand years ago "attitudinal change" was effected on those who did not believe in Christ. More recently, whole faculties in European (German) Universities were engaged in a social revolution

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devoted towards establishing the superiority of the "Aryan Race," supported, of course, by a governmental agency. Many public schools in our own country have been used, first to ferment and then to maintain a social attitude which has been directed toward the suppression of the Black man. I mention these unpleasantries not as an advocate of the various doctrines but rather to exemplify the inherent danger in approacing the schools as instruments of social change.'

"Is it any wonder that we are apprehensive when resource materials for the final report include such publications as Concepts for Social Change, an NEA publication of 1967. Is it any wonder that we are concerned with Mr. Blow's preoccupation with behavioral change. We are certainly not reassured to know as early as the La Honda Retreat it was understood by those proposing the multicultural program that, and this is a quote from the multicultural activities report, 'The tendency is for existing groups in the community to resist multicultural activities. Some special effort must be made to confront this tendency. Once such a coalition of community agencies and organizations is formed to promote support for the multicultural activity, the first project might be stratification of the community in racial, economic and social groupings to be studied and understood so that a more objective view of the various groupings could be had by all.'

"If Superintendent Santee sincerely desires the support of the CEE and the majority of this community for a multicultural program it would be forthcoming if simple curriculum changes were made to include factual studies of the cultures of this nation and the world while omitting entirely any intent to introduce the experimental attitudinal change or behavioral change concepts of progressive education. In other words, let's return to the basic principles of Dr. Rafferty's Education in Depth and provide the academic education we desire for our children at a reasonable cost. I think it is time for plain talk. We are fed up with Superintendent Santee's hiding his true intentions behind semantic doubletalk."